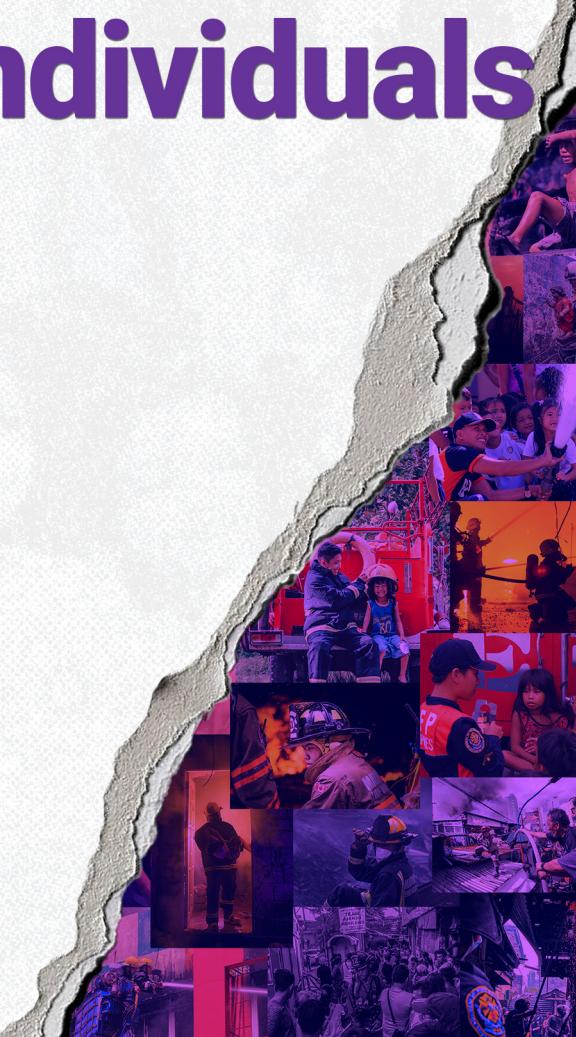




BUREAU OF FIRE PROTECTION

VOLUME 6

for **Fire Safety
Special Care
and Vulnerable
Individuals**



VOLUME 6

Fire Safety *for* Special Care *and* Vulnerable Individuals

Standardized Public Fire Education Manual



BUREAU OF FIRE PROTECTION

Volume 6: Fire Safety for Special Care and Vulnerable Individuals
Standardized Public Fire Education Manual

The BFP Standardized Public Fire Education Manual will serve as a reference guideline in conducting fire safety education lectures and seminars in the community.

Module 9: Fire Safety For Special Care and Vulnerable Individuals

This unique module covers the desire of the BFP for inclusivity and provides fire safety coverage to people requiring special care such as PWD, Senior Citizens, children and other less abled individuals.

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**Standardized
Public Fire
Education
Manual**

Preface

Volume Overview

FIRE SAFETY FOR SPECIAL CARE AND VULNERABLE INDIVIDUALS is intended as a reference guideline in conducting fire safety education lectures and seminars in the community, uniquely designed in the earnest aspiration of the BFP for the inclusivity that will provide fire safety coverage to special care individuals (person with disabilities) and vulnerable group individuals (senior citizens and pregnant women).

This volume is divided into two (2) books. **Book 1 contains the Bureau of Fire Protection (BFP) Protocols & Messaging in handling Special Care Individuals (SCIs) & Vulnerable Group Individuals (VGIs)**. It comprises Four chapters: Chapter 1 covers the overview and the general objectives; Chapter 2 contains the legal overview for SCI and VGI sensitivity; Chapter 3 includes the important concepts and terminologies; and Chapter 4 is composed of the protocols and priority policies. The aim of this book-part is to equip BFP personnel with the necessary concepts and tools for imparting fire safety knowledge to SCIs and VGIs within the community.

Book 2: SCI and VGI Sensitive Fire Safety Lectures and Seminars is divided into four chapters. Chapter 1 is tailored for children with special needs, while Chapter 2 focuses on the integration of SCIs and VGIs into the society. Chapter 3 addresses the integration of SCIs and VGIs into the community, and Chapter 4 provides additional fire safety tips and reminders applicable to SCIs, VGIs, their personal caregivers (family and relatives), and support workers (such as teachers, barangay staff, therapists, and similar roles). The purpose of this book is to serve as guidelines to BFP personnel on how to handle SCIs, VGIs, their personal caregivers, and support workers in conducting fire safety lectures and seminars, using fire safety topics found in Volumes 1 to 5 of this manual.

The second book is comprised of various chapters detailing the best practices, precautions, reminders, and fire safety guidelines tailored for individuals with SCI and VGI, as well as their caregivers and support workers. It also addresses the key

considerations and actions that BFP personnel need to take into account before, during, and after the lecture or seminar. This manual will serve as a valuable resource for BFP personnel in the conduct of fire safety presentations and workshops based on the topics covered in Volumes 1 to 5 of this manual.

The references include the use of local and international guidelines in handling SCI and VGI.

The authors are indebted to the BFP Administration for its continued encouragement and support throughout the making of this book. To the resource experts from the Department of Education, the Persons with Disability Affairs Office (PDAO) in Quezon City, and to the occupational therapist whose invaluable suggestions and comments greatly contributed in improving this book.

Volume Objective

In this volume, the objectives are the following:

1. Develop guidelines on how to conduct fire safety lectures and seminars to the facilities providing accommodations for special care individuals and vulnerable group individuals, families, and communities using generic fire subjects.
2. Identify policy/practices needed to be observed by every unit of the BFP in dealing with special care individuals and vulnerable group individuals such as fire safety tips, adjustments to current fire prevention programs, and other policies needed to be formulated in order for BFP to be more inclusive.
3. Impart this educational material for the community supporting children with special needs and vulnerable individuals, including support workers and individuals requiring special care.

Audience and Specific Use of the Volume/book

This book is designed for special care individuals (people with disabilities), vulnerable group individuals (senior citizens and pregnant women), their personal caregivers (family and relatives), as well as support workers (teachers, barangay staff, therapists, and similar roles) who are the primary targeted participants.

It will serve as a guideline for the BFP personnel in the delivery of fire safety lectures and seminars, particularly utilizing topics covered in Volumes 1 to 5 of this manual. The intention is to ensure that the BFP personnel, when conducting fire safety sessions for the community with SCI and VGI, are attuned to their specific needs of the latter. This involves making any necessary adjustments in the teaching methods selected to facilitate effective learning of the targeted participants, as fire safety is a crucial concern for all.

Acknowledgment

**Volume 6: Fire Safety for Special Care and Vulnerable Individuals
Standardized Public Fire Education Manual**

Module 9: Fire Safety For Special Care and Vulnerable Individuals

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Without the collective efforts of these individuals and entities, this book would not have been possible. We are deeply grateful for their contributions and support.

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MODULE 9

Fire Safety for Special Care and Vulnerable Individuals



#inclusivity

SPFE Standardized
Public Fire
Education
Manual

MODULE 9 OUTLINE

Fire Safety for Special Care and Vulnerable Individuals

Overview

The distinctive format of this specialized module arises from its purpose as a manual to assist BFP personnel in delivering fire safety lectures and seminars based on topics covered in Volumes 1 to 5 of this guide. Similarly, Book 2 features its own format, encompassing the following elements:

Module Format

I. Chapter Title

II. Overview

Purpose

General Guidelines

Things to Consider

III. Lectures Guide

Introduction

Preparation: Before the Lecture

Facilitation: During the Lecture

 I. For Person with Physical Disabilities

 A. Etiquettes, Do's and Don'ts

 B. Fire Safety Tips and Reminders

 II. For Person with Cognitive Disabilities

 A. Etiquettes, Do's and Don'ts

 B. Fire Safety Tips and Reminder

Reinforcement: After the Lecture

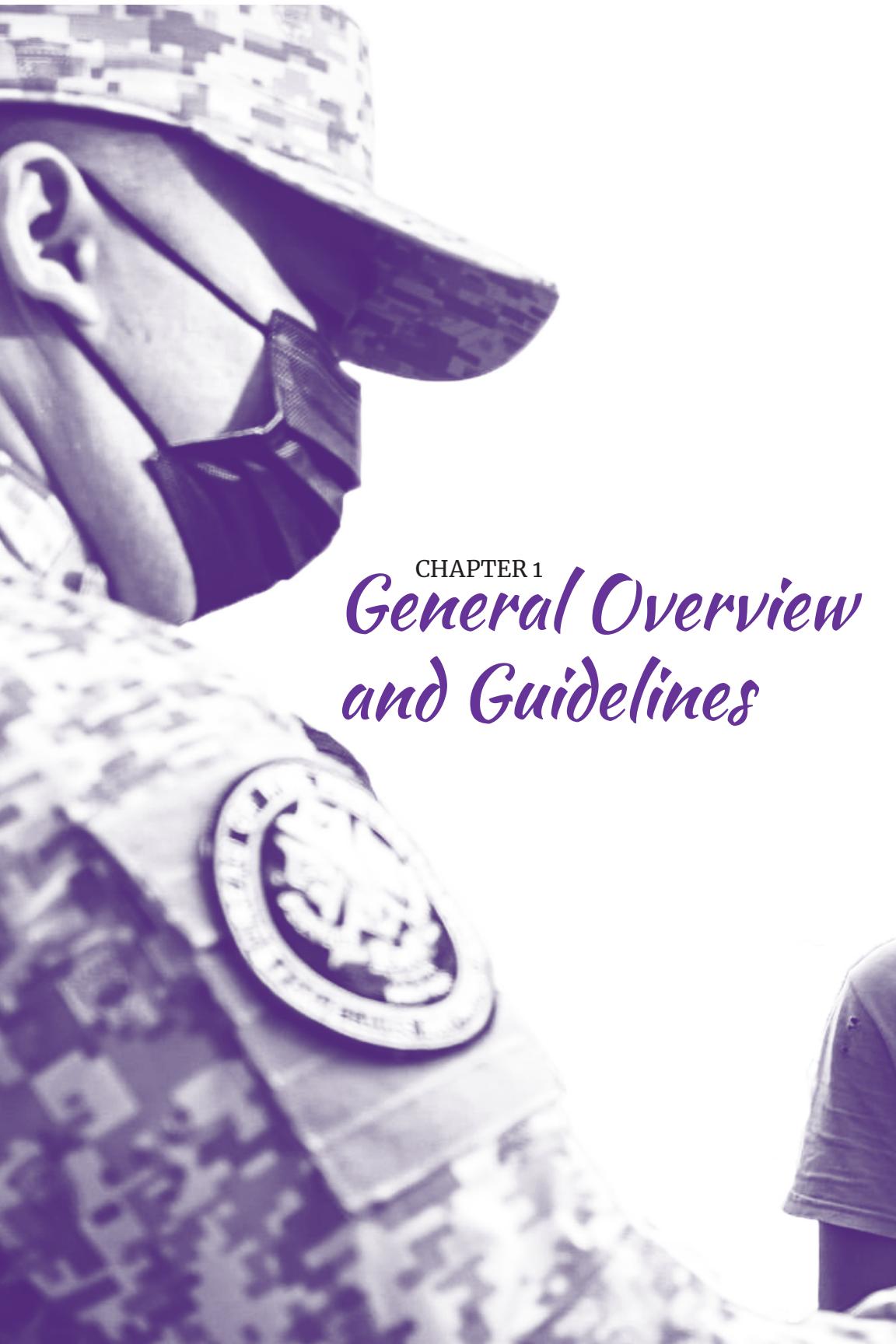
Book 1

Fire Safety for Special Care and Vulnerable Individuals

BFP Protocol and Messaging in Handing Special Care and Vulnerable Individuals



PHOTOGRAPHY BY: F01 Kevin M Dalut



CHAPTER 1

General Overview and Guidelines



This guide is designed to assist those with knowledge of fire safety education who may need more experience teaching it to individuals with special needs, such as children, special care individuals (SCIs), and vulnerable groups (VGs). This module must explore basic fire safety information, which can be found in other sections of this manual. Instead, it focuses on guidelines and protocols for conducting fire safety tailored to the specific needs of individuals requiring special care and those in vulnerable groups.

Introduction

Inspired by the enactment of the **Republic Act No. 11589, an Act Strengthening and Modernizing the Bureau of Fire Protection and Appropriate Funds**, which states particularly under Section 2. Declaration of Policy that,

“With the community’s active participation, the State’s policy is to protect public safety by actively preventing and extinguishing all damaging fires. To accomplish this, the State must create and carry out strategies and initiatives to improve and modernize the Bureau of Fire Protection, broaden its purview and capacity, and guarantee that it is responsive to the community’s shifting requirements.” (RA 11589, 2021).

With this, the Bureau of Fire Protection (BFP), an inclusive organization, anchored one of its tasks. Sensitive to the requirements of this evolving community, which encompasses vulnerable group members, persons needing special care, and children with special needs.

The enactment of RA 11589 and the emerging numbers of persons needing special care in the community fired up the BFP to create a module for fire safety lectures and seminars for facilities housing special care individuals and vulnerable groups’ individuals, families, and communities.

Overview

Statistics tell us that;

- ✓ 1,246,180 total registered persons with disabilities as of October 2, 2023.¹
- ✓ As of July 2023, The National Commission of Senior Citizens (NCSC) has registered 2,274,531 senior citizens aged 60 to 100 years old across the country.²
- ✓ In the Philippines, about three million women are getting pregnant every year.³

¹ National Council on Disability Affairs. <https://ncda.gov.ph/>

² Philippine Information Agency. <https://pia.gov.ph/news/2023/07/25/ncsc-who-urge-lgus-to-help-build-agefriendlycommunities#>

³ Country Report Philippines.

⁴ Fire Arson Investigation Division (FAID), National Headquarters, Bureau of Fire Protection

⁵ NFPA-Disability Access Review Advisory Committee DARAC Emergency Evacuation Planning Guide for People with Disabilities National Fire Protection Association, p.51, https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf

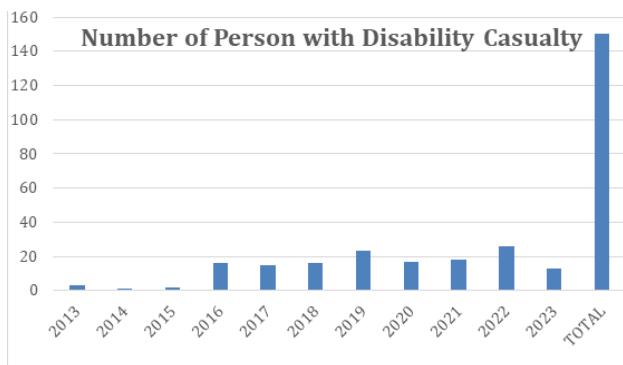


Figure 1. It shows the number of persons with disability casualty in the Philippines from 2013 to 2023.⁴ Year 2022 garnered the highest percentage of 17.3% of person with disabilities casualties, followed by years 2019 with 15.3%, 2021 with 12%, 2020 with 11.3%, 2018 and 2016 both with 10.7%, 2017 with 10%, 2015 with 1.3%, 2013 with 2% and 2014 with .7% of person with disabilities casualties on fire incident.

These numbers tell us that SCIs and VGs needs to be included not just in the financial benefits and help they are getting from the government but security and protection from different kinds of emergencies and one of which, is fire emergency.

Scope

This module is designed not only to cater to the present children with special needs and disabilities but also to those who love and support them. Disability is not limited to a specific group; it can affect anyone at any point. Some disabilities may be temporary, while others may last much longer. Hence, the module aims to serve all individuals who may become a part of Special Care Individuals and the Vulnerable Group at any stage. Abilities may be temporary, while others may last much longer. Hence, the module aims to serve all individuals who become a part of SCIs and VGs at any stage.⁵

General Objectives

1. To develop guidelines on conducting fire safety lectures and seminars for facilities housing special care individuals and vulnerable groups, families, and communities using generic fire subjects.
2. To identify policies/practices that need to be observed by every unit of the BFP when it comes to dealing with special care individuals and vulnerable group individuals, such as fire safety tips, adjustments to current fire prevention programs, and other needed policies for the Bureau to be more inclusive.
3. To provide educational material for the community supporting children with special needs and vulnerable groups, including support workers and individuals requiring special care.

CHAPTER 2

Legal Overview for Special Care and Vulnerable Individual's Sensitivity



Two (2) areas of law are relevant for creating fire safety guidelines and practices in responding to fire incidents and promoting fire safety awareness for people with special needs and long-term impairments.

Laws for Persons with Disability

1. Article 9 -Accessibility, The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The UNCRP mandates States Parties to take necessary measures so that people with disabilities have equal access to various aspects of life, which includes the physical environment, transportation, information, and communications. It also includes technologies, systems, and other occupancies and services in urban and rural areas and will enable persons with disabilities to be independent and fully participate in society. These measures will cover, among other things, the following:
a) Structures such as buildings, roads, transit, and other indoor and outdoor facilities, including homes, businesses, schools, and hospitals;
b) Communications, information, and other services like emergency services and electronic services
These measures will involve identifying and eliminating obstacles and barriers to accessibility.⁶
2. Republic Act No.7277, also known as Magna Carta for Disabled Persons, 1992. This Act facilitates the integration of disabled people into society and their rehabilitation, self-reliance, and self-development.⁷
3. Republic Act No. 10070. This Act established an institutional mechanism to guarantee the carrying out of programs and services for persons with disabilities throughout the country⁸.
4. Republic Act No. 10524 – The Magna Carta for Persons with Disabilities, also known as Republic Act No. 7277, as Amended, is amended to increase the positions reserved for people with disabilities⁹.
5. Batas Pambansa Bilang 344 is A Bill to Improve the Mobility of Disabled People by requiring the installation of facilities and other devices at specific buildings, institutions,

⁶ (UNCRPD Article 9 – Accessibility)

⁷ <https://ncda.gov.ph/disability-laws/public-acts/republic-act-7277/>

⁸ <https://ncda.gov.ph/disability-laws/public-acts/republic-act-no-10070/>

⁹ <https://ncda.gov.ph/disability-laws/public-acts/republic-act-no-10524-thousand%20twelve>

¹⁰ <https://ncda.gov.ph/disability-laws/batas-pamwbansa/batas-pamwbansa-blg-344/#>

¹¹ <https://ncda.gov.ph/disability-laws/implementing-rules-and-regulations-of-republic-act-no-9442>

¹² 1987 Philippine Constitution

¹³ <http://hrlibrary.umn.edu/research/Philippines/RA%207876>

¹⁴ Magna Carta for Women, August 14, 2009, <https://pcw.gov.ph/magna-carta-of-women/>

establishments, and public utilities¹⁰.

6. **Republic Act No. 9442**, an Act Implementing Rules and Regulations Modifying Republic Act No. 7277, Referred to as the Magna Carta for Persons with Disabilities and For Other Objectives, To Grant Additional Privileges and Incentives and To Prohibit Verbal, Nonverbal Ridicule and Vilification Against Persons with Disability¹¹.

Law for Senior Citizens and Pregnant Women

7. **Republic Act No. 11650**, A law establishing a policy of inclusion and services for students with disabilities to support inclusive education, creating inclusive learning resource centers for students with disabilities in all school districts, municipalities, and cities, establishing standards, allocating funds for them, and serving other purposes.

8. **Philippine Constitution Article VIII Section II Health** - “*The needs of the disadvantaged, ill, old, disabled, women, and children will be given precedence.*”; and Article XV, Section IV. Family - “The family is responsible for caring for its elderly members while the State may create a social security program for them.”¹²

9. **RA 7876 (enacted in 1995), or the Senior Citizens Center Act of the Philippines**, mandates the establishment of a senior citizen's center in all cities and municipalities to serve as a venue for senior citizens' educational, recreational, social, and health programs and activities.¹³

10. **Republic Act 9710 (RA9710), also known as the Magna Carta for Women of 2009**, contains a specific section on the protection of senior female citizens. Section 27 provides for social security for women senior citizens, while Section 33 guarantees that: “The State shall protect women senior citizens from neglect, abandonment, domestic violence, abuse, exploitation, and discrimination.¹⁴

Important Concepts and Terminologies

CHAPTER 3





The following concepts and terms were conceptually and operationally defined and discussed based on how they were used in the module for better comprehension and understanding to the readers.

Person with Disabilities

- People who are classified as having disabilities are people who suffer from chronic infirmities of the body, mind, intellect, or senses that would prohibit individuals from fully and productively participating in society owing to a variety of obstacles.¹⁵

The Department of Health identified **10 types of disabilities** which are:

1. Deaf/Hard of Hearing
 2. Intellectual Disability
 3. Learning Disability
 4. Mental Disability
 5. Physical Disability
 6. Psychosocial Disability
 7. Speech and Language Impairment
 8. Visual Disability
 9. Cancer (RA 11215)
 10. Rare Disease (RA 10747)
- A mental or physical condition that significantly reduces one or more important daily tasks.¹⁶

Disability support worker

Disability support workers, also known as personal care workers, are crucial in providing front-line support to people with disabilities. They offer assistance to those in need, whether in their homes or the community, depending on individual needs.¹⁷



Special Care Individual and Vulnerable Groups

The different types of Disability for **Special Care Individuals (SCIs)** are by the Department of Health Administrative Order No. 2013-0005 - A & B. Further, this has been divided into categories: (1) focusing on four general areas of disability and the (2) vulnerable

¹⁵ Department of Health Administrative Order No. 2013-0005-B signed by Francisco T Duque III, Secretary of Health

¹⁶ Americans with Disability Act (ADA), Emergency Evacuation Planning Guide for People with Disabilities, November 2022,p.7
<https://www.nfpa.org//media/Files/PublicEducation/Bytopic/Disabilities/EvacuationGuidePDF.ashx>

¹⁷ <https://www.disabilitysupportguide.com.au/information/article/types-of-jobs-in-disability>

¹⁸ Fire Safety Solutions for People with Disabilities, Oklahoma State University, p 4 www.mingerfoundation.org/projects/fire-safetyinfo/downloadable-resources/

¹⁹ <https://dmas.doh.gov.ph:8083/Rest/GetFile?id=695610>

²⁰ <https://dmas.doh.gov.ph:8083/Rest/GetFile?id=648549>

group to be able to identify effective means of teaching methods and strategies tailored to each category of SCIs having similarity on their practical learning inputs. each category of SCIs having similarity on their practical learning inputs.

3.1 – Special Care Individuals as to Disabilities

3.1.1. VISION Persons with VISUAL DIFFICULTIES¹⁸

Visual - People with visual impairment have a medical condition that affects their ability to see, whether aided or unaided.



Blind - People who are blind have a complete loss of vision.



3.1.2 MOBILITY Persons with PHYSICAL DIFFICULTIES, PERSONS WITH CANCER, AND PERSONS HAVING RARE DISEASES¹⁹

Physical disability - any physical impairment that restricts a person's ability to safely perform sustained physical activity, dexterity, and quality of life.

Cancer (RA 11215, 2019) - is a term given to a class of hereditary disorders that can affect any part of the body; that is distinguished by the quick development of aberrant cells that proliferate beyond their usual boundaries and can invade surrounding tissues.

Rare Disease (RA 10747) - refers to uncommon disorders, including inherited metabolic disorders and other diseases that are recognized by the Department of Health (DOH) upon the recommendation of the National Institutes of Health (NIH). However, it does not include catastrophic forms of more frequently occurring diseases that are life-threatening, seriously debilitating, or severe and chronic.

3.1.3 HEARING Persons with SPEECH AND LANGUAGE AND DEAF or HARD OF HEARING DISABILITY²⁰



Speech and Language Impairment- refers to one or more disorders affecting voice, articulation, rhythm, and language's receptive and expressive processes.

Deaf - are people who experience hearing loss, which can range from mild to severe hearing impairment.

Hard of Hearing - refers to partial or complete hearing loss of one or both ears with a hearing threshold of 26 dB or more significant, averaged across frequencies of 0.5, 1, 2, and 4 kilohertz.



3.1.4 COGNITIVE Persons with MENTAL, LEARNING, PSYCHOSOCIAL, and INTELLECTUAL DIFFICULTIES²¹

Intellectual disability- refers to a significant limitation in cognitive functioning, which includes learning and applying new skills and understanding complex information.

Learning disability- is a condition where a person may have normal sensory, emotional, and intellectual abilities, but they find it harder to learn, understand, and do things due to reduced intellectual abilities and difficulty with everyday activities.

Mental disability- is a term used to describe a handicap brought on by an organic brain syndrome, such as mental retardation or acquired lesions of the central nervous system.

Psychosocial disability- any acquired impairment in behavior, cognition, emotion, or social skills that restricts an individual's ability to engage in effective interpersonal interactions and other daily activities necessary for civilized living. Examples of such activities may include deviant or antisocial behavior.

3.2 – THE VULNERABLE GROUPS (VGs):



3.2.1 SENIOR CITIZENS – also known as elderly, refers to any resident citizen of the Philippines aged 60 or older.²²



3.2.2 PREGNANT WOMEN – the term used to describe a person having the period during which a fetus develops inside a woman's uterus.²³

²¹ ibid.

²² <https://www.officialgazette.gov.ph/2010/02/15/republic-act-no-9994/>

²³ <https://www.nichd.nih.gov/health/topics/factsheets/pregnancy>

²⁴ https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf

Appropriate and Pejorative Language²⁴

A person with disabilities encounters much stigma daily. It is our responsibility to reduce this stigma by eliminating pejorative language from our speech. It means avoiding using descriptive terms that have negative connotations or are hurtful. We should also prevent euphemisms like 'special needs' or 'differently abled,' which obscure or gloss over a person's identity. The correct term is 'persons with disabilities,' which does not require any modification.

Recommended Terms	Terms to Avoid
<ul style="list-style-type: none"> • A Person with a disability • A Person with [type of impairment] • A Person(s) with a disability • Persons with disabilities (only in easy-to-read documents, informal text, and oral speech) 	<ul style="list-style-type: none"> • Disabled persons, handicapped, persons with special needs, handicapable, unusual, disabled individuals, people with various abilities, people with tenacity, and people living with disabilities
<ul style="list-style-type: none"> • Person without impairment • Broader population 	<ul style="list-style-type: none"> • Normal, healthy, able-bodied, typical, whole, of sound body/ mind
<ul style="list-style-type: none"> • With disability/ impairment/condition 	<ul style="list-style-type: none"> • Suffer from, afflicted by, stricken by, troubled with, affected by
<ul style="list-style-type: none"> • Person with an intellectual disability • Person with an intellectual impairment 	<ul style="list-style-type: none"> • Retarded, simple, slow, afflicted, brain-damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped, mentally retarded

Source:

UN Office at Geneva, *Disability-Inclusive Language Guidelines*

Recommended Terms	Terms to Avoid
<ul style="list-style-type: none"> • Person with a psychosocial disability 	<ul style="list-style-type: none"> • Insane, crazy, maniac, psycho, hypersensitive, lunatic, demented. Panicked, agitated, mentally deranged. Mentally ill person with mental health problems
<ul style="list-style-type: none"> • Deaf person • Person who is deaf • Person with a hearing disability • Person with a hearing impairment • Person with hearing loss • Hard-of-hearing person • Deafblind person 	<ul style="list-style-type: none"> • The deaf, hearing impaired, deaf and dumb, deaf and mutes
<ul style="list-style-type: none"> • Blind person • Person who is blind • Person with a vision/visual disability • Person with a vision/visual impairment • Person with low vision 	<ul style="list-style-type: none"> • The blind, partially sighted
<ul style="list-style-type: none"> • Person with a physical disability • Person with a physical impairment 	<ul style="list-style-type: none"> • Crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp, person with physical difficulty, home-bound, bedridden
<ul style="list-style-type: none"> • Wheelchair user • Person who uses a wheelchair • Person with a mobility disability • Person with a mobility impairment • Person using a mobility device 	<ul style="list-style-type: none"> • Confined/restricted to a wheelchair; wheelchair-bound
<ul style="list-style-type: none"> • Person of short stature • Little person • Person with achondroplasia • (Only if the person has this condition) 	<ul style="list-style-type: none"> • Midget, dwarf, stunted

Source:

UN Office at Geneva, *Disability-Inclusive Language Guidelines*

²⁵ Fire Safety Solutions for People with Disabilities, Oklahoma State University, Appendix F, p. 5. www.mingerfoundation.org/projects/fire-safety-info/downloadable-resources/

Recommended Terms	Terms to Avoid
• Person with Down syndrome	• Mongoloid, special person, down
• Person with trisomy-21	
• Person with albinism	• Albino
• Person affected by leprosy	• Leper. Leprosy patient
• Person who uses a communication device	• Non-verbal, cannot talk
• Persons who use a different form of communication	
• Accessible Parking	• Disabled/handicapped parking
• Parking reserved for persons with disabilities	• Handicapped bathroom
• Accessible bathroom	• Handicapped friendly building

Source:

UN Office at Geneva, Disability-Inclusive Language Guidelines

3.3 Social Etiquette when dealing with Persons with Disabilities

It is a common sight to witness individuals who lack knowledge of how to communicate with people with disabilities. Consequently, they may unintentionally say or do something inappropriate. There are some straightforward guidelines that you can adhere to during your interactions to avoid them from occurring.²⁵

- ✓ Use “People First” language. Say “a person who is deaf” and not “deaf person.”
- ✓ Say “people with disabilities” as opposed to “handicapped, challenged/special”
- ✓ Avoid making assumptions about someone and their disability.
- ✓ Try to give options rather than dictating what they must do.

3.3.1 Interacting with people who are visually impaired or blind²⁶

- ✓ Social Etiquette for people who have visual impairments or are blind
- ✓ When you leave, even if for a minute, inform, like how long it would be.
- ✓ It's necessary to describe the location of tools and objects to people with visual disabilities. Always be mindful not to move items without telling people with visual impairments.
- ✓ When you see a person using a service animal, walk on the opposite side of that person.
Always ask for permission before moving a visually impaired person's cane.
- ✓ In a group of people with a visually impaired individual, make sure to identify who you are speaking to.

3.3.2 Interacting with people who are mobility impaired²⁷

Social Etiquette with people who are mobility impaired

- ✓ It is essential to position yourself at the eye level of individuals with mobility impairments to avoid causing any strain on their necks. If you find it difficult to lower yourself to their level, maintain a comfortable distance to avoid putting them in an uncomfortable position. Remember to prioritize their comfort and accessibility as it is crucial.
- ✓ The taller you are, the more space you should have. Get a chair for long conversations.
- ✓ When conversing with individuals who have mobility impairments, ensure that you are facing them directly. It is because it might be difficult for them to turn their body in the wheelchair to see you.
- ✓ It is degrading to pat someone on the head or shoulder. Avoid doing so.

²⁶ https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf

²⁷ Ibid Appendix F, pg. 7

²⁸ Ibid. Appendix F

- ✓ Assistive devices (canes, walkers, or similar) extend personal space. Avoid leaning on them.
- ✓ Provide people with mobility impairments options, allowing them to adapt to their needs and abilities.
- ✓ It's essential to be aware that not all exits are suitable for all types of mobility devices. Wheelchairs come in different sizes and have varying functionalities. Therefore, when developing exit routes, it's crucial to consider assistive devices. If someone with mobility impairments tells you that a path is not accessible, it's essential to respect their expertise on the matter. People with mobility impairments have accurate knowledge about how their assistive technology works in their own homes.
- ✓ People with mobility impairments who use wheelchairs should be asked before placing items on their attached desktops.

3.3.3 Interacting with people who are deaf or hard of hearing²⁸

Although people who are deaf or hard of hearing may not be able to hear you, it is important that you speak clearly and face them when you are speaking with them.

Social Etiquette for people who are deaf or hard of hearing

- ✓ It's important to ask people who are deaf or hard of hearing about their preferred method of communication if they don't tell you. There are three ways that people who are deaf or hard of hearing may prefer to communicate: lip reading, sign language, and written language. They should be allowed to choose the method they prefer to use and have the right to change it during their visit. It's important to keep the conversation short when using lip reading because it can be tiring for people who are deaf or hard of hearing. Additionally, someone who is lip reading may only understand 30–50% of what you say. It's essential to be patient and understanding.
- ✓ Before speaking, make eye contact and hold up your hand to get the person's attention.
- ✓ It is important to understand that literacy does not determine intelligence and that for people with

hearing impairments, English is often a second language. This is because American Sign Language has its structure and rules, which can make it challenging for those who are deaf or hard of hearing to read and write in English.

- ✓ It is important to use paper and pencil instead of writing in the air because air-written letters and words cannot be remembered.
- ✓ It's rude to interrupt conversations between deaf or hard of hearing individuals and their interpreters by standing between them. If you need to pass through, do so quickly.
- ✓ When communicating with an individual who is deaf or hard of hearing and relies on a hearing aid, it is crucial to inquire about any background noises that may be distracting. They may request you to minimize these sounds. For example, the static noise from a radio could create too much background noise and impede communication.

3.3.4 Interacting with people who have a learning or developmental disorder

- ✓ Individuals diagnosed with Asperger's Disorder and Nonverbal Learning Disorder often experience difficulty comprehending jokes and tend to interpret language literally. For example, if you say, "When you hear the fire alarm, run for the hills!" jokingly, a person with these disorders may perceive it as an actual instruction to run to the nearest hill. Therefore, it is crucial to use simple language when communicating with them. Even though they may possess a broad vocabulary, they may need help understanding figures of speech and abstract language. It is best to avoid sarcasm as it can cause confusion and may not be understood by these individuals.
- ✓ Individuals with Asperger's Disorder may not always be aware of how their behavior affects those around them. If you are working with a group of such individuals, one person may become overly talkative and need you to kindly and warmly set limits on their participation. For example, you can say, "Since we have limited time, you may ask three questions. If you have more questions, we can talk after the lecture."

²⁹ Personal communication, Dr. Michele Berg

- ✓ Some people with Asperger's Disorder or Nonverbal Learning Disorder may appear withdrawn or aloof. However, it's important to note that a lack of eye contact doesn't necessarily mean that the individual is not interested or not listening.
- ✓ People with attention problems may need help to focus on your words, even if they're interested in the topic. Providing a simple handout with the key points you'll be covering can help them keep track of what you're saying. Additionally, some hyperactive individuals may be better able to pay attention if they can move around or "fidget" while speaking. If you are conducting hands-on demonstrations, such as showcasing how to use a fire extinguisher, it's necessary to remember that some individuals with learning disorders may face difficulties with coordination and mechanical tasks. These people might need multiple attempts before performing the job successfully, and they will appreciate your encouragement, support, and simplified instructions. While some may learn best by watching you demonstrate, others may respond better to simple, clearly communicated verbal instructions that are well-sequenced.
- ✓ Many individuals with learning disorders struggle with spatial awareness and may find it hard to visualize the location of particular objects or areas. For instance, a statement such as "The fire exit door is about 10 feet to the left of the entrance to the cafeteria" may be challenging for them to comprehend. In such cases, they might need to physically locate the fire exit and associate its location with something they can remember verbally, such as "The fire exit door is on the same side of the wall as the elevator door. It is located by the window that faces the pond, and there is a noticeable red sign above the exit door."
- ✓ While some individuals require simple and short verbal cues, others can remember lengthy ones.
- ✓ It is essential not to assume that someone with a learning disorder will automatically generalize what they learn. Therefore, it is necessary to point out essential generalizations, such as the location of the fire exit door.

Book 2

Fire Safety for Special Care and Vulnerable Individuals

Special Care and Vulnerable Individual's Sensitive Fire Safety Lectures and Seminars



PHOTOGRAPHY BY: F01 Kevin M Dalut

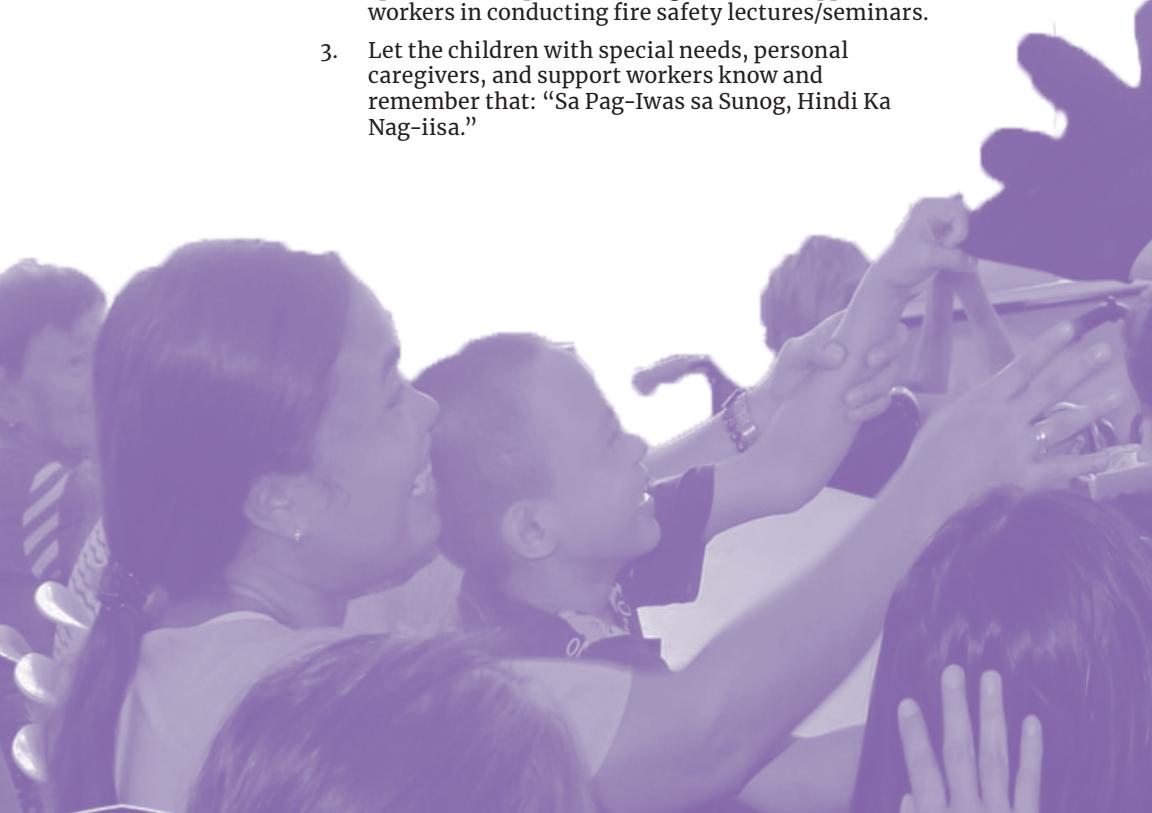
CHAPTER 1

Children with Special Needs

OBJECTIVES:

At the end of the activity, the BFP lecturer will:

1. To identify guidelines for teaching fire safety to children with special needs, caregivers, and support workers.
2. To provide information through identified guidelines where the fire safety lecturer will be sensitive to the needs and feelings of children with special needs, personal caregivers, and support workers in conducting fire safety lectures/seminars.
3. Let the children with special needs, personal caregivers, and support workers know and remember that: “Sa Pag-Iwas sa Sunog, Hindi Ka Nag-iisa.”





CHAPTER 1 OVERVIEW

Children with Special Needs

Purpose

In this subject, the lecturer must deliver the lesson in the simplest terms that are understandable to the participants and should ensure that the lecture is delivered in a fun, engaging, and sensitive manner that will capture the participant's attention, being aware of the things that will hurt, frustrate, or stress them.

The lecturer will refer to his topic on fire safety awareness and seminar found in Volumes 1, 2, and 3 of this manual, guided by this chapter, during the lecture/seminar when children with special needs are present.

General Guidelines

This chapter aims to guide individuals responsible for conducting common fire safety lectures to children with special needs, their caregivers, and their support workers, especially if they need more experience, proper education, and formal training in specialized courses intended for them.

Things to Consider

The participants are children with special needs under school age, personal caregivers (family and relatives), and support workers (specialized educators, therapists, nannies, and similar roles) actively engaged in various settings, including educational institutions, care facilities, and residential communities.

Encourage open communication and allow children with special needs to participate in lectures and activities, enabling them to share their valuable perspectives while being mindful of their difficulties.



Lecturer's Guide

Children with special needs are defined in the APA Dictionary as a child who requires special education, and such children may have learning disabilities, intellectual disabilities, physical disabilities, or emotional difficulties.³⁰ Their disabilities may hinder these children from making progress in some areas of their lives, but we must also keep in mind that they still have the ABILITIES and CAPABILITIES.

Fire safety is a universal concern for all individuals, regardless of their abilities. This chapter is a comprehensive guide for teaching essential fire safety practices to personal caregivers, support workers, and children with disabilities. With proper support, training, and education, individuals in this group can develop the skills and confidence needed to implement fire safety measures.

When teaching children with special needs, it is crucial to recognize and celebrate their unique individuality. Like their peers, they yearn for enjoyment, learning, and a sense of belongingness in a society that sometimes overlooks or treats them differently. Children with physical difficulties may face physical challenges but demonstrate impressive functionality and comprehension. Also, those with cognitive challenges exhibit a diverse range of abilities. Some individuals with mental challenges may rely on their caregivers or support workers due to their specific circumstances. Children with learning delays may impact information processing, yet with appropriate training and education; they can show remarkable memory retention in following rules.

In any emergency, personal caregivers and support workers are the primary individuals we rely on to ensure the safety of children with special needs. There may be instances when some caregivers or support workers are unavailable to assist these children. Therefore, these children must receive proper training and education to care for themselves and stay safe even if no one is immediately available to help them.

For easy understanding and presentation, this chapter will concentrate on three stages in delivering lectures/seminars for teaching children with special needs, personal caregivers, and support workers:

- 1. Preparation: Before the Lecture**
- 2. Facilitation: During the Lecture**
- 3. Reinforcement: After the Lecture**

This guide also divides the difficulties that challenge children with special needs into two categories, which are:

1. Physical Difficulties

Physical difficulty means “a substantial and long-term limitation affecting a person’s mobility, physical functioning, stamina or agility. It can limit the individual, either temporarily or permanently, by becoming disabled for a wide range of reasons, such as genetic disorder, injury, or a specific condition³¹”. For easy comprehension, this lesson subcategorized the physical difficulties into four difficulties, namely:



✓ Mobility Difficulties mean that there are difficulties that affect movement, ranging from gross motor skills, such as walking, to fine motor movement, involving manipulation of objects by hand.”³² Mobility difficulties may be wheelchair-user and non-wheelchair-user.



✓ Visual Difficulties (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



✓ Speech Difficulties (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



✓ Hearing Difficulties (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).

2. Cognitive Difficulties



In an article, Cognitive Impairment: A Call for Action, Now! defined cognitive difficulty or impairment as a person who has trouble remembering, acquiring new learnings, focusing, or making decisions that affect their routine. This difficulty ranges from mild to severe. Persons with mild difficulties may adapt to changes. However, persons with severe levels may lose the ability to comprehend the importance or meaning of some things and the ability to express themselves in talking or writing, resulting in the inability to live independently.

³⁰ APA Dictionary of Psychology. <https://dictionary.apa.org/child-with-special-needs>

³¹ Physical Disability: Types & Causes. Renata. <https://leafcare.co.uk/blog/physical-disability/#:~:text=People%20may%20be%20affected%20by,body%20function%20and%20mental%20healthways>

³² What is a mobility impairment? <https://www.washington.edu/accesscomputing/what-mobility-impairment#:~:text=A%20mobility%20impairment%20is%20a.manipulation%20of%20objects%20by%20hand.>

³³ Autism spectrum disorder. <https://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/symptoms-causes/syc-20352928>

Preparation: *Before the Lecture*

1. Before the lecture, a pre-scheduled meeting is essential to obtain the following details:
 - a. Collaborating with relevant authorities such as the school principal, teachers-in-charge, personal caregivers, support workers, and barangay staff;
 - b. Gathering necessary information, including in-house and privacy regulations (note that some schools have policies regarding discussing students' disabilities on campus to prevent potential discrimination from peers);
 - c. Addressing the unique needs of the children with special needs within the designated facility/area:
 - i. **Professional Assistance:** This may involve providing sign language interpreters for individuals with speech, hearing, and cognitive difficulties who often rely on sign language to express themselves and understand others.
 - ii. **Specialized Materials:** These include resources like braille or tactile books for children with visual, hearing, and cognitive challenges.
 - iii. **Accessibility:** Ensuring that facilities are fully accessible for individuals with mobility difficulties, eliminating any barriers.
 - iv. **Tailored Learning Approaches:** Recognizing that children with cognitive difficulties have diverse learning styles may require a slower pace, while others may benefit from a more accelerated approach (for example, students with Autism Spectrum Disorder may feel more comfortable in smaller groups, and the lecturer should accommodate this preference).
 - v. **Contingency Plans:** Given the variability in skills, attitudes, behaviors, abilities, and moods of children with special needs, the lecturer should remain vigilant and attuned during lectures. The lecturer should pre-arrange a support system with personal caregivers and support workers when a child with special needs experiences challenges such as tantrums, difficulty in self-expression, or a reluctance to engage with the lecturer due to cognitive challenges.

Note:

"Autism spectrum disorder is described as a condition relating to brain development that affects how a person understands and socializes with others, that causes problems in socialization and communication (Mayo Clinic 2018).³³

Note:

The types of disabilities of the children with special needs should be known so that the lecturer can prepare the materials beforehand and adjust his methods of teaching to ensure that learning will be available for all of his audiences

2. The lecturer must identify the children with disabilities, along with details about the specific type of disability, as well as the presence of family members and support workers in the audience.

3. Suppose the BFP personnel assigned to conduct the lecture lack experience in this field or have not undergone Disability Awareness and Sensitivity Training (DAST). In that case, the lecturer must view the videos provided (please refer to Annexes for the video links).

Note:

Disability Awareness and Sensitivity Training is a sensitivity training program on disabilities offered by the local government unit.



✓ **Fire Safety for Students with Learning Difficulties:** This video features a student with Asperger's syndrome discussing a fire-safe home/environment tailored to his needs.

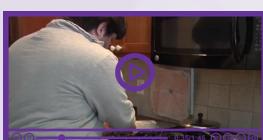
✓ **Fire Safety for Hard of Hearing Students:** In this video, a student with hearing difficulties shares insights on ensuring a fire-safe home/environment that accommodates her specific circumstances.

✓ **Fire Safety for Students with Mobility Disabilities:** This video centers on a student with mobility challenges (a wheelchair user), discussing how to ensure a fire-safe home/environment.

✓ **Fire Safety for Students with Vision Impairments:** This video features a student with vision difficulties who shares insights on creating a fire-safe home/environment.

✓ **Fire Safety for Students with Disabilities:** This touching video features students with special needs discussing their specific needs during a fire emergency and voicing their advocacy for including persons with disabilities in fire safety.

4. The lecturer may show the **Emergency Evacuation for Persons with Cognitive Difficulties** video (please refer to Annexes for the video link) before or after the lecture for children with special needs.



Facilitation: During the Lecture

The lecturer may begin delivering the fire safety lecture for children with special needs, their caregivers, and support workers, referencing Volumes 1, 2, and 3 as applicable for their guidelines throughout the presentation. age group. The lecturer should adhere to the following

I. For Children with Physical Difficulties

Children with physical difficulties often possess similar cognitive abilities and potential as their typically developing peers. Their distinction lies in the challenges that limit their physical capabilities. The BFP personnel must recognize that these children also want to learn and partake in enriching experiences enjoyably.



For children with physical difficulties who may be bedridden or unable to attend the lecture or seminar due to their specific challenges, it is imperative to notify their personal caregiver or support worker in advance. This notification will ensure that their caregiver or support worker is present at the seminar or lecture, equipping them with the necessary training to respond effectively in a fire emergency.

A. Etiquettes, Do's and Don'ts



Vocabulary and Terminologies

For vocabulary purposes, please refer to Book 1, Chapter 3, Important Concepts and Terminologies.

- ✗ If you need more clarification about the terminology to use, do not assume. Instead, research through the World Wide Web or ask a professional or a person with a disability.

Dealing and Interacting

In dealing/interacting with children with mobility, visual, speech, and hearing difficulties, please refer to Book 1, Chapter 3 - 3.3 Social Etiquette when dealing with people with disabilities.

- ✓ The BFP personnel should make it a point to recognize and applaud children with special needs, whether they succeed in a task or demonstrate sincere effort despite facing challenges related to their condition. Offering words of encouragement

such as, “Good job!”, “That’s a great idea!” and other affirming statements can go a long way. “Affirmations are a quick, easy, no-cost intervention for children building their self-esteem. These positive messages can foster a growth mindset. Affirmations can be incredibly impactful for children.”³⁴

- ✓ Affirmation is equally essential when engaging with their caregivers and support workers. Caring for children with special needs can be both demanding and challenging. Offering simple words of affirmation can alleviate their load, providing valuable support that the BFP personnel can extend to them.
- ✓ When providing examples, sharing real-life stories or drawing from your own experiences (if you have a child with a disability in your family or care) can be very effective. Just be prepared for the strong emotions that may arise, particularly for those who are caregivers of children with special needs.
- ✗ Avoid giving your view of what the children with disabilities and their personal caregivers and support workers are going through if you have no personal experience in handling them. They do not need pity. Treat them as regular individuals.

Note:
Considering the setting of public education, daycare, and barangay where children with special needs share the same room due to a lack of trained personnel to handle them.

Suggested Fire Safety Topics

Considering the diverse abilities and challenges of children with special needs, the lecturer should concentrate on three crucial fire safety topics to prevent overwhelming them with information. These topics are:

- Kitchen fire safety;
- Exits; and
- Alarms.

Materials and Activities

Similar to typically developing children, the majority of children with special needs are visual learners, except for those who have visual difficulties. Here are some recommended materials and activities that can enhance their learning experience.

³⁴ Affirmations for Children with Special Needs. 2023 Kioko Center. <https://kiokocenter.com/affirmations-for-children-with-special-needs/>

³⁵ 3 Helpful Visual Aids for Students with Learning Disabilities. Luke Dalien <https://specialedresource.com/visual-aids-for-students-with-learning-disabilities>

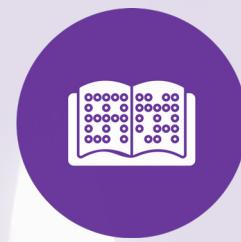
³⁶ Tactile picture books Reading with your fingers. (n.d.). MTM'S INFORMATION MATERIALS. https://www.mtm.se/contentassets/48c2c602e20a48e5b2fa8da0e49fd222/tactilepicturebooks_web.pdf

Children with mobility difficulties possess the same cognitive capacities as typically developing children but face limitations in physical mobility. They can learn through visual materials (picture books, story kits, and visual notes)³⁵. Songs, video presentations, and participation in simulation activities can be highly effective in catering to their specific needs. Providing hands-on experiences adapted to mobility challenges can significantly enhance their lesson comprehension.

- ✓ Children with visual impairments benefit from tactile books and large-print visual aids. They thrive on hands-on learning experiences, greatly enhancing their understanding of the lesson. The BFP personnel can explore online options for purchasing tactile books (if budget permits) or even consider creating them using resources available on the internet. This extra effort goes a long way in assisting children with visual difficulties. It ensures that they receive fire safety education tailored to their unique needs. Additionally, it sends a powerful message to these children, highlighting that firefighters possess not only strength but also immense compassion.
- ✓ When creating a tactile book, refrain from assuming that your approach will work for children with visual difficulties if you're new to this. It is advisable to always seek input and suggestions from professionals, such as SPED teachers, therapists, or individuals with relevant training and expertise in this area.
- ✓ Children with speech difficulties can benefit from learning through sign language (provided a sign language interpreter is available, as discussed during the pre-arranged meeting). They also respond well to visual aids like picture books, story kits, and visual notes. Video presentations and participation in simulation activities tailored to their needs can be effective. Hands-on experiences are beneficial in deepening their understanding of the lesson.
- ✓ Children with hearing difficulties benefit from learning through sign language, facilitated by a sign language interpreter (arrangements for which will be discussed in the pre-arranged meeting). They also thrive on tactile, hands-on learning experiences, significantly enhancing their

Note:

"A tactile picture book is a book someone reads with the fingers. The pictures in a tactile picture book contain raised shapes in different materials. People use the term "tactile" to describe how information transfers through touch. A tactile picture book is an adaptation of an existing picture book. The pictures or images are simplified to make them easier to understand. Tactile images use different materials, varying textures, and highly contrasting colors. The text in a tactile picture book consists of large print and Braille fonts³⁶".



understanding of the lesson. In addition, some advice to take into account a tactile picture book for kids with hearing difficulties (please refer to the section on children with visual difficulties for further discussion on tactile books).



Note:

"A reward system can be particularly effective for kids with special needs because it provides a clear and consistent framework for positive behavior. It can also help them feel more controlled and motivated to succeed."³⁷

Reward System

When teaching children with special needs, implementing a reward system can greatly encourage positive behavior. It is essential to recognize that a reward system serves as a tool to engage children with special needs in learning fire safety actively.

The BFP personnel may consider rewards in the form of sealed snacks (with considerations for dietary restrictions discussed during the pre-arranged meeting with the officer-in-charge), toys tailored to their specific needs, or even handcrafted souvenirs from the lecturer's station would be a great one.

B. Fire Safety Tips and Reminders



► For children with mobility difficulties

- ✓ Always remember to prioritize escape over attempting to fight the fire. If mobility is restricted, a buddy system is required. Two to three people must be designated to assist the child with mobility difficulty to ensure that if someone is on leave, facing an emergency, or not present in the building or residential dwellings, alternative assistance will still be available for the child.
- ✓ If you have a trained service animal, use them as a guide to lead you to safety. Use your whistle or flashlight to signal for assistance.
- ✓ Memorize your local firefighter's contact numbers (BFP personnel must provide their contact information and alternative means of communication for fire emergencies).
- ✓ Identify your designated area of refuge.³⁸ (the temporary safe area where a person can wait until the help comes) and seek help promptly, especially for individuals with mobility challenges who may have difficulty accessing a safe location.

³⁷ Goally. How To Create a Reward System for Kids With Special Needs. May 3, 2023. <https://getgoally.com/blog/how-to-create-a-reward-system-for-kids-with-special-needs/#:-text>To%20create%20a%20successful%20reward.and%20offer%20frequent%20positive%20reinforcement>

³⁸ NFPA-Disability Access Review Advisory Committee DARAC Emergency Evacuation Planning Guide for People with Disabilities, June 2016 National Fire Protection Association, p. 14-15, https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf

- ✓ If a child is in a room filled with smoke, it's crucial to stay low to the ground and cover their face with a wet cloth while carefully crawling to safety. If mobility is restricted, they can use a flashlight to signal for help (include this in their escape plan or EDITH). The BFP personnel may conduct an age-appropriate activity related to EDITH or escape programs tailored to their specific abilities.
- ✓ For wheelchair users, it is essential to move quickly to a safe location away from the fire during an emergency.
- ✓ If it requires relocating the wheelchair, remain seated, cover your face with a wet cloth, contact your caregiver or support worker immediately, and use a whistle or flashlight to signal for help.
- ✓ If walking is not an option, remember to stay close to the ground and crawl to a safe location.

► For children with visual difficulties

- ✓ Always remember to prioritize escape over attempting to fight the fire. A buddy system is required if the child has difficulty accessing exits and a safe public place. Two to three people must be designated to assist the child with visual difficulty to ensure that if someone is on leave, facing an emergency, or not present in the building or residential dwellings, alternative assistance will still be available for the child.
- ✓ If you have a trained service animal, use them as a guide to lead you to safety.
- ✓ Use your whistle or flashlight to signal for assistance.
- ✓ Memorize your local firefighter's contact numbers (BFP personnel must provide their contact information and alternative means of communication for fire emergencies).
- ✓ Identify your designated area of refuge and seek help promptly, especially for individuals with visual difficulties who may have difficulty accessing a safe location.

A purple vertical bar on the left side of the page contains the letters "SPFE" in white, with a faint background image of a person's face.

► For children with speech difficulties

- ✓ Always remember to prioritize escape over attempting to fight the fire. Quickly move to a safe location.
- ✓ If you have a trained service animal, use them as a guide to lead you to safety.
- ✓ Use your whistle or flashlight to signal for assistance.
- ✓ Memorize your local firefighter's contact numbers (BFP personnel must provide their contact information and alternative means of communication for fire emergencies).

► For children with hearing difficulties

- ✓ Always remember to prioritize escape over attempting to fight the fire. A buddy system is required if the child has difficulty hearing public announcements or fire alarms. Two to three people must be designated to assist the child with hearing difficulty to ensure that if someone is on leave, facing an emergency, or not present in the building or residential dwellings, alternative assistance will still be available for the child.
- ✓ If you have a trained service animal, use them as a guide to lead you to safety.
- ✓ Use your whistle or flashlight to signal for assistance.
- ✓ Memorize your local firefighter's contact numbers (BFP personnel must provide their contact information and alternative means of communication for fire emergencies).
- ✓ Use your hearing aid to listen to the sound of the fire alarm.
- ✓ In case you are unable to hear the alarm, be sure to watch for flashing lights. BFP personnel can explain the significance of flashing lights using a sign language interpreter or visuals.

► For children with special needs, personal caregivers and support workers

- ✓ Children with special needs, together with their personal caregiver/support worker, can make a list of things to do when there is a fire. They can display this list inside their homes or carry a card as a reminder of

- ✓ what to do in such situations.
- ✓ Children with special needs, along with their personal caregiver/support worker, should practice using emergency signs and gestures, especially for those who may have difficulty understanding or hearing verbal instructions.
- ✓ Children with special needs, together with their personal caregiver/support worker, must identify two exit routes and become familiar with the secondary exit.
- ✓ Children with visual difficulties may require guidance during evacuation, particularly in buildings with various occupancy types.
- ✓ The officer responsible for housing children with special needs must identify the number, location, and types of disabilities of the children in their area. This information is essential for prioritizing their evacuation and rescue in the event of a fire.
- ✓ The officer responsible for housing children with special needs must designate safe locations in their area during a fire evacuation.
- ✓ Assign a family member or support worker to children with physical difficulties to serve as their "buddy" for evacuation. It's essential to recognize that children with mobility challenges may encounter obstacles such as debris and struggle with opening doors and latches.
- ✓ Recognize that children with special needs, especially those with physical difficulties, may have a slower pace in mobility. Regularly practicing a step-by-step evacuation plan is essential for preparedness.
- ✓ Conduct exit drills at home or practice escape plans in building settings involving children with special needs while considering their specific challenges.
- ✓ Encourage principals and teachers-in-charge to organize a School Emergency Response Team (SERT) in their respective schools and recommend including capable children with special needs in the team.



Note:
A shadow teacher works directly with a single child with special needs as an educational assistant during their formative years. Shadow teachers understand a variety of learning disabilities and how to support children with special needs. A child can attend a mainstream class through the assistance of shadow teachers. Shadow teachers are paraprofessionals, student aides, and tutors (Kids on Yard, 2022).³⁹

This inclusive approach will not only motivate children with special needs but will also help develop their skills and abilities.

11. For Children with Cognitive Difficulties

When instructing children with cognitive difficulties in fire safety, BFP personnel should coordinate this effort through the pre-arranged meeting with the officer-in-charge. It's crucial to recognize that these children have diverse learning profiles, requiring instruction tailored to their skills and comprehension abilities for lectures and simulation activities.

In teaching children with cognitive difficulties, it is recommended to have a shadow teacher present to provide guidance and support for these children. The lecturer should ensure seamless collaboration between the shadow teacher and the child, ensuring they can effectively follow the lecture's procedures and flow. When there may be a limited number of available shadow teachers, a personal caregiver (family or relative) may act as the shadow teacher for the child with cognitive difficulties.

For children with cognitive difficulties who may have challenges in understanding and processing information, it is essential to inform their caregiver or support worker in advance about the seminar/lecture. This way, they can attend and receive training in handling fire emergencies on behalf of the child.

A. Etiquettes, Do's and Don'ts



Vocabulary and Terminologies

For vocabulary purposes, please refer to Book 1, Chapter 3, Important Concepts and Terminologies.



The lecturer must remember that children with cognitive difficulties who are fast learners and have excellent memory will react from time to time if they hear the wrong terminologies. Accept their suggestions or corrections for them to feel comfortable. BFP personnel will learn many things from them.



If you need more clarification about the terminology to use, do not assume. Instead, research through the

³⁹ SHADOW TEACHER. Copyright © 2014-2022. Kids on the Yard: All rights reserved. <https://kidsontheyard.com/shadow-teacher/> Understanding Nonspeaking Autism. Kimberly Holland. November 1, 2021. <https://www.healthline.com/health/autism/nonverbal-autism#outlook>

⁴⁰ Affirmations for Children with Special Needs. 2023 Kioko Center. <https://kiokocenter.com/affirmations-for-children-with-special-needs/>

World Wide Web or ask a professional or a person with a disability.

Dealing and Interacting

In dealing/interacting with children with cognitive difficulties, please refer to Book 1, Chapter 3, Social Etiquette, when dealing with people with disabilities.

- ✓ Some children with cognitive difficulties have speech and language challenges. “Some autistic people may not speak at all. Twenty-five percent to thirty percent (25 to 30%) of children with ASD are minimally verbal (which means they say fewer than 30 or so words) or don’t speak at all. When an autistic person doesn’t talk, it’s called nonspeaking autism” (Holland,2021). BFP personnel must use hand gestures and have eye contact when interacting with them.
- ✓ The BFP personnel should make it a point to recognize and applaud children with special needs, whether they succeed in a task or demonstrate sincere effort despite facing challenges related to their condition. Offering words of encouragement such as, “Good job!”, “That’s a great idea!” and other affirming statements can go a long way. “Affirmations are a quick, easy, no-cost intervention for children building their self-esteem. These positive messages can foster growth mindset. Affirmations can be incredibly impactful for children.”⁴⁰
- ✓ Affirmation is equally essential when engaging with their caregivers and support workers. Caring for children with special needs can be both demanding and challenging. Offering simple words of affirmation can alleviate their load, providing valuable support that BFP personnel can extend to them. When providing examples, sharing real-life stories or drawing from your own experiences (if you have a child with a disability in your family or care) can be very effective. Just be prepared for the strong emotions that may arise, particularly for those who are caregivers of children with special needs.
- ✗ Avoid giving your view of what the children with disabilities and their personal caregivers and support workers are going through if you have no personal

Note:
 "Considering the setting of public education, daycare, and barangay where children with special needs share the same room due to a lack of trained personnel to handle them."

experience in handling them. They do not need pity. Treat them as regular individuals.

Suggested Fire Safety Topics

Considering the diverse abilities and challenges of children with special needs, the lecturer should concentrate on three crucial fire safety topics to prevent overwhelming them with information. These topics are:

- Kitchen fire safety;
- Exits; and
- Alarms.

Materials and Activities

Similar to typically developing children, most children with cognitive difficulties tend to be visual learners.⁴¹

- ✓ They can learn from visual aids like picture books, story kits, and visual notes. They can also benefit from songs and video presentations and participate in simulation activities to accommodate their difficulties.
- ✓ Sign language can help nonspeaking children with Autism Spectrum Disorder (the presence of a sign language interpreter is very helpful during lectures).
- ✓ Hands-on experience (with consideration for their difficulties) will make them understand the lesson very well.
- ✓ Use pictures for signage that are easy to understand.
- ✓ Make signs large and straightforward.

Reward System

When teaching children with special needs, implementing a reward system can greatly encourage positive behavior. It is essential to recognize that a reward system is a tool to engage children with special needs in learning fire safety actively.

BFP personnel may consider rewards in the



⁴¹ 3 Helpful Visual Aids for Students with Learning Disabilities. Luke Dalien <https://specialedresource.com/visual-aids-for-students-with-learning-disabilities>

⁴² Goally. How To Create a Reward System for Kids With Special Needs. May 3, 2023. <https://getgoally.com/blog/how-to-create-a-reward-system-for-kids-with-special-needs/#:~:text>To%20create%20a%20successful%20reward.and%20offer%20frequent%20positive%20reinforcement>

⁴³ NFPA-Disability Access Review Advisory Committee DARAC Emergency Evacuation Planning Guide for People with Disabilities, June 2016 National Fire Protection Association, p. 14-15, https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf

form of sealed snacks (with considerations for dietary restrictions discussed during the pre-arranged meeting with the officer-in-charge), toys tailored to their specific needs, or even handcrafted souvenirs from the lecturer's station, which can be highly appreciated.

Note:

"A reward system can be particularly effective for kids with special needs because it provides a clear and consistent framework for positive behavior. It can also help them feel more controlled and motivated to succeed".⁴²

III. Fire Safety Tips and Reminders

► For children with cognitive difficulties

- ✓ Always remember not to fight the fire. Escape the fire as fast as you can to reach a safe place. A buddy system is required if the child has difficulty processing information. Two to three people must be designated to assist the child with cognitive difficulty to ensure that if someone is on leave, facing an emergency, or not present in the building or residential dwellings, alternative assistance will still be available for the child.
- ✓ If you have a trained dog (service animal) as a pet, use them as a guide in finding your way to a safe location.
- ✓ Blow your whistle or turn on your flashlight to ask for help.
- ✓ Memorize your local firefighter's contact numbers (BFP personnel must provide their contact information and alternative means of communication for fire emergencies).
- ✓ For individuals who cannot access the safe place due to special conditions, know your area of refuge.⁴³ (the temporary safe area where a person can wait until the help comes) and immediately ask for help.
- ✓ If a child is in a room filled with smoke, it is crucial to stay low to the ground and cover their face with a wet cloth while carefully crawling to safety. If mobility is restricted, they can use a flashlight to signal for help (include this in their escape plan or EDITH). The BFP personnel may give an activity

Special Note to BFP Personnel:

At the end of the lecture, the lecturer will give the children with special needs a particular assignment to memorize the BFP theme: "Sa Pag-iwas sa sunog, Hindi Ka Nag-iisa."

regarding EDITH or an escape plan suited for their age and difficulties.

► **For children with special needs, personal caregivers and support workers**

- ✓ Children with special needs, together with their personal caregiver/support worker, can make a list of things to do when there is a fire. They can display this list inside their homes or carry a card as a reminder of what to do in such situations.
- ✓ Children with special needs, along with their personal caregiver/support worker, must practice emergency signs and gestures, especially for those who may have difficulty understanding or hearing verbal instructions.
- ✓ Children with special needs, together with their personal caregiver/support worker, must identify two exit routes and become familiar with the secondary exit.
- ✓ Children with cognitive disabilities may process information and situations at a slower pace. Regularly practicing a step-by-step evacuation plan is the best way to prepare.
- ✓ The officer responsible for housing children with special needs must identify the number, location, and types of disabilities of the children in their area. This information is essential for prioritizing their evacuation and rescue in the event of a fire.
- ✓ The officer responsible for housing children with special needs must designate safe locations in their area during a fire evacuation.
- ✓ Assign a family member or support worker to children with cognitive difficulties to serve as their "buddy" for evacuation.
- ✓ Conduct exit drills at home or practice escape plans in building settings involving children with special needs while considering their specific challenges.
- ✓ Encourage principals and teachers-in-charge to organize a School Emergency Response Team (SERT) in their respective schools and recommend including capable children with special needs to join the team. This inclusive approach will not only motivate children with special needs but will also help develop their skills and abilities.

Reinforcement: *After the Lecture*

1. The lecturer should ensure comprehension by asking straightforward questions related to the fire safety topic. Responses should be limited to “yes” or “no” or a specific sentence.
2. To conclude, engage your audience in creating their evacuation plan using maze puzzles that reflect the escape routes in their home or facility.
3. If time permits, the lecturer may conduct an exit drill.
4. Distribute the complimentary fire safety kits (refer to Chapter 4 of this book) to the children with special needs and review when and how they will use them.
5. Bid farewell in a warm and friendly manner. Provide your names (as some children might remember your team, especially if they are fascinated by firefighters), mention your profession (as many children admire individuals in uniform), share your station’s contact numbers or social media accounts for easy access to local firefighters, and wave goodbye with a bright smile.



CHAPTER 2

Special Care Individuals (SCIs) and Vulnerable Groups (VGs) Integrated Into Society

(Working in Places of Assembly, Mercantile Occupancy, Mixed Occupancy, Educational Occupancy, Day Care Occupancy, Business Residential Occupancy, Health Care Occupancy, Residential Board & Care Occupancy, Industrial Occupancy and Storage Occupancy)

Objectives:

At the end of the activity, the BFP lecturer will:

1. Be able to deliver teaching methodologies involving SCIs and VGs in conducting fire safety lectures and seminars. It includes knowing how to handle and approach special care individuals (SCIs) and vulnerable groups (VGs).
2. Be able to provide knowledge and abilities to enhance their sensitivity and awareness towards Special Care Individuals (SCIs) and Vulnerable Groups (VGs).
3. Be able to deliver fire safety tips and reminders and be aware of the rules, social etiquette, suitable words, and pejorative languages to utilize while engaging with SCIs and VGs.

CHAPTER 2 OVERVIEW

Special Care Individuals (SCIs) and Vulnerable Groups (VGs) Integrated Into Society

Purpose

This chapter is a comprehensive resource for BFP lecturers, offering guidance on practical approaches and teaching strategies for delivering fire safety lectures and seminars. The audience includes Special Care Individuals (SCIs) and Vulnerable Groups (VGs) who integrate into society, many of whom work in businesses that employ a portion of this workforce demographic. The content equips BFP lecturers with the necessary skills and information to enhance audience sensitivity and awareness regarding fire safety.

General Guidelines

The BFP lecturer in the field should convey the lesson using clear and easily comprehensible language, employing effective voice modulation to benefit SCIs and VGs who integrate into society and work in business establishments as part of the workforce. Additionally, the BFP lecturer should have engaging motivational games or activities prepared to boost the learning enthusiasm of SCIs and VGs participants.

For the fire safety lectures and seminars for SCIs and VGs working in hospitals, manufacturing, business process outsourcing (BPO), and others to emphasize safety precautionary measures suitable for their particular occupancy, the BFP Lecturer will refer to Volume 5, Module 8.

When conducting regular fire safety lectures in business establishments, offices, and other similar activities with SCIs and VGs working therein as participants, the BFP Lecturer will refer to Volume 5 Module 8, whichever is appropriate for their particular occupancy. As participants, the BFP Lecturer will refer to Volume 5 Module 8, whichever is appropriate for their particular occupancy.



Things to Consider

The participants consist of Special Care Individuals (SCIs) and Vulnerable Groups (VGs) who are actively integrated into society and employed across various occupancies as outlined in the Fire Code of the Philippines RIRR 2019. In contrast to the general population, these participants may have visible and hidden disabilities, necessitating additional considerations and adjustments by the BFP lecturer when conducting fire safety lectures and seminars.

Lecturer's Guide

This chapter has been meticulously crafted with the specific needs of Special Care Individuals (SCIs) and Vulnerable Groups (VGs) in mind, drawing insights from extensive research and consultations with experts in special education. The aim was to formulate a range of recommendations for delivering fire safety lectures and seminars tailored to the unique requirements of SCIs and VGs, ultimately ensuring the protection of their fundamental rights and affording them equal learning opportunities.

Special Care Individuals (SCIs) and members of Vulnerable Groups (VGs) possess an inherent right to receive fire safety education, just like anyone else. Addressing their safety and well-being in fire situations is imperative, fostering an inclusive environment where they can thrive. Given that their mobility, communication, and sensory capacities may differ from those of others, fire emergencies can pose significant challenges for them. We can enhance their overall well-being and security

by prioritizing their inclusion in society, particularly in the workplace, providing tailored training, and formulating evacuation plans prioritizing their safety.

This guide also divides the difficulties that challenge SCIs into four (4) categories, which are:

Note:

Note: Physical difficulty is a substantial and long-term limitation affecting a person's mobility, physical functioning, stamina, or agility. It can limit the individual, either temporarily or permanently, by becoming disabled for a wide range of reasons, such as genetic disorder, injury, or a specific condition.⁴⁵



- ✓ **Mobility Difficulties.** Difficulties that affect movement range from gross motor skills, such as walking, to fine motor movement, involving manipulation of objects by hand.⁴⁴ Mobility difficulties may be wheelchair-user and non-wheelchair-user.



- ✓ **Visual Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



- ✓ **Speech Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



- ✓ **Hearing Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).

Vulnerable Group Individuals (VGIs) are categorized into the following:



- ✓ **SENIOR CITIZENS** – (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



- ✓ **PREGNANT WOMEN** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).

This chapter will concentrate on three critical stages in delivering lectures and seminars for teaching SCIs and VGIs integrated into society to ensure clarity and practical instruction:

1. Preparation: Before the Lecture
2. Facilitation: During the Lecture
3. Reinforcement: After the Lecture

⁴⁴ What is a mobility impairment? <https://www.washington.edu/accesscomputing/what-mobility-impairment/#:~:text=A%20mobility%20impairment%20is%20a.manipulation%20of%20objects%20by%20hand.>

⁴⁵ Physical Disability: Types and Causes of Renata <https://leafcare.co.uk/blog/physical-disability/#:~:text=People%20may%20be%20affected%20by.body%20function%20and%20mental%20health>

Preparation: *Before the Lecture*

Understanding the target audience is vital so that learning will take place. The following are the necessary things needed before doing a lecture or seminar:

- ✓ The BFP Lecturer may refer to Book 1, Chapter 3, SCIs and VGs Category to better comprehend who constitutes Special Care Individuals and Vulnerable Groups
- ✓ The concerned BFP lecturer should coordinate with building administrators, owners, building managers, and safety officers to acquire information about the SCIs and VGs in their workplaces before presenting the lecture where SCIs and VGs are present. These are:
 - The number of SCIs and VGs in the audience
 - Mobility levels of SCIs and VGs
 - Comprehension levels of SCIs and VGs
 - Nature of disabilities among SCIs and VGs.
 - Specific evacuation needs of SCIs and VGs (including available equipment, devices, and medicines)
 - Fire Emergency Evacuation Plan
 - Any additional workplace classifications or topographical considerations accessibility wfeatures of the building).
- ✓ **Consideration in exit drill exercises:** The management of evacuating SCIs and VGs is paramount for their safety during a fire emergency. These individuals must know the safe escape routes to prevent them from being trapped in a burning structure. The evacuation process should be a vital component of the preparation procedure. The BFP lecturer must identify the following before conducting exit drill exercises:
 - i. **Identification and Location:** If there are SCIs or VGs in the audience, the lecturer should identify them, including their handler, support worker, building location, and workstation. SCIs and VGs must be near exits to allow easy and speedy evacuation in a fire or other emergency. Identifying the accessibility of the building is essential for the fast and safe evacuation of the SCIs and VGs in an emergency. It focuses on the identification of access routes and accessible

facilities. It includes the availability of ramps, stairs, pathways, and means of egress.

ii. **Assignment of Responsible Person.** Before the lecture begins, the lecturer must choose a responsible person to assist or guide the SCIs and VGs in case of a fire or an emergency evacuation.

iii. **Assign or designate a place of evacuation.** Ensure SCIs and

VGs are adequately oriented on how and where to proceed during a fire and other emergencies.

- ✓ That BFP lecturer should undergo **Disability Awareness Sensitivity Training (DAST)**. The local government unit usually provides this disability sensitivity training.

Facilitation: *During the Lecture*

During the activity, the BFP Lecturer shall equip himself with helpful information and knowledge she obtained during the pre-event training, such as proper handling and management of concerns, dealing with the SCIs, appropriate terminologies, and others that will reinforce the BFP Lecturer for more effective delivery of the subject matter.

The BFP Lecturer may begin delivering the Fire Safety Lecture and seminar to the audience using **Volume 5 Module 8**, whichever is appropriate for their particular occupancy.

A. Etiquettes, Do's, and Don'ts for BFP lecturer



- ✓ The BFP lecturer in the field must deliver the lesson in the simplest terms, understandable and perceivable, with a compelling voice modulation.
- ✓ When discussing fire safety lectures with SCIs and VGs during talks, the BFP lecturer must use appropriate descriptive phrases and language (please refer to Book 1, Chapter 3, Appropriate and Pejorative Language). Also, lecturers must observe social etiquette when interacting with special care individuals and vulnerable groups.(Please see Book 1, Chapter 4: Protocols and Priority Policies: Social Etiquette.)
- ✓ When giving sensitive comments, instructions, and messages for the SCIs and VGs, instruct the building administrator/owner, manager, and company volunteer fire brigade.
- ✓ The BFP Lecturer will impart knowledge to all participants on lanyards (please see Chapter 4 for fire safety signage and devices during fire emergencies for persons with disabilities) and IDs as determinants or easy recognition for specific persons with disabilities, especially those bearing hidden disabilities.
- ✓ When giving messages to the SCIs and VGs, instruct the Volunteer Fire Brigade (VFB), Building Manager/Owner, or Building Administrator

- ✓ BFP Lecturers should know how to interact directly with SCIs and VGs, such as by moving around the lecture hall, making cheerful jokes, engaging in other activities, or providing examples; it is essential to be sensitive, especially when discussing subjects that could entail private information. As much as possible, focus on the subject and be time-bound
- ✓ There are various strategies for getting a disabled person's full attention. The following suggestions take into account people with disabilities to assist the lecturer with SCIs and VGs:⁴⁶ (Strategies for Working with People who have Disabilities | DO-IT. (n.d.)

*1. Educational Approach:*⁴⁷

1.1.1 Sign Language Interpretation: If neither the BFP lecturer nor any representative from the seeking company knows sign language, the business may employ a qualified interpreter as an intermediary. Everything that the BFP lecturer says will be translated into sign language by this person, and vice versa

1.1.2 Accessibility for the Visually Impaired: To do this, the building administrator/owner and building manager must provide tactile models and raised-line drawings of visible elements. It is also important to make accessible assistive devices like talking calculators, tactile clocks, and computer with braille screen displays, speech output, and braille printers.

1.1.3 Demonstration or Guidance: This approach comprises doing the activity the lecturer wants his audience to learn out loud, on camera, or in another appropriate way. For those who are deaf or have particular kinds of learning issues, it is essential, even though it may not be perfect for those who have visual impairments. For instance, show how to use and handle fire extinguishers properly.

1.1.4 Utilizing Video Presentations: When using video presentations, try to provide captions for those who have hearing difficulties.

1.1.5 Use context and examples from real life to reinforce what you've learned.

⁴⁶⁻⁴⁷ Strategies for Working with People who have Disabilities | DO-IT. (n.d.). <https://www.washington.edu/doit/strategies-working-people-who-have-disabilities>

⁴⁸ <https://www.washington.edu/doit/strategies-working-people-who-have-disabilities>

⁴⁹ https://www.ilo.org/wcms5/groups/public/-/-asia/-/-ro-bangkok/-/-ilo-dhaka/documents/publication/wcms_543304.pdf

2. Sensitivity in Interaction: The BFP Lecturer must engage directly with SCIs and VGs with care. It includes being mindful of their privacy, especially when discussing potentially sensitive topics. Focus on the subject and adhere to designated time frames while incorporating cheerful humor and engaging activities within appropriate time boundaries.

3. Accommodating Hearing Disabilities:

To interpret spoken information, individuals with hearing impairments often use a combination of lip-reading, sign language, and amplification to understand what the lecturer is saying. In group settings, individuals with hearing disabilities may benefit from using closed FM amplification systems or having a sign language interpreter present. Depending on the event host, either the employer or career services personnel should be able to arrange for these accommodations upon request.⁴⁸

4. Encouraging Active Participation:

The BFP Lecturer should actively promote the participation of SCIs and VGI attendees during lectures and activities, including motivational games. It enables them to share their perspectives and gain hands-on experience in drills and simulations, considering their unique needs.

B. Fire Safety Tips and Reminders



(For the Building Manager/Administrator/Owner,
Company Fire Brigade, Handlers, and Support Workers)

1. It is essential to form an evacuation planning committee that includes all interested parties, including building inhabitants and employees, especially those with disabilities, business and employer representatives, facility managers and owners, firefighters, and other fire and life safety personnel.
2. The Building administrator or owner must regularly provide training or request lectures and seminars for the facility or building staff and employees, including qualified people with disabilities .
3. Including a member of the SCIs or VGs on the planning team is ideal since they may contribute vital information about their needs and experiences. The plan must meet the needs of SCIs and VGs.⁴⁹
4. Encourage the building administrator, owner, and building manager to have their company volunteer fire brigade undergo Disability Awareness and Sensitivity Training (DAST). Such

training will enable them to help, assist, and understand other building occupants within their care and their establishments' clientele.

5. If half of the audience is deaf-mute, the building administrator, owner, or building manager may coordinate with an interpreter who will interpret through sign language and say all the signs.

6. Should they see fit, the Building Administrator/Owner, Building Manager, and Company Safety Officer may ask the BFP Lecturer to provide their SCIs and VGs with a separate fire safety lecture and seminar.

7. The building administrator, owner, and manager must develop comprehensive emergency preparedness in routine fire risk assessments.²⁰

8. Ensure that people with disabilities (SCIs and VGs) are among the participants in the quarterly building evacuation. It helps ensure they know what to do in an emergency.

9. The Building Administrator/Owner, Building Manager, and Company Safety Officer shall establish a Support Network or team of Responders or co-workers who can assist in an emergency and ensure that these support networks know how to operate necessary equipment and help the SCIs and VGs in their workplace.

10. Ensure the building's smoke alarms, firefighting devices, and fire sprinkler systems are properly installed and functional.

11. Post clear escape plans on every building level, integrating SCIs' and VGs' escape routes.

12. Ensure that everyone on staff, including SCIs and VGs, knows the emergency hotline numbers of local BFP stations and other agencies.

13. Ensure your establishment is accessible to those with mobility issues and provide clear, large-print signage for all directional and exit signs.

14. Always remind SCIs and VGs not to ignore the building alarm.

²⁰ Accessibility Design Manual: 1-Urban Designs: 2-Signage. (n.d.). /AD1-02.htmlIn-Text Citation: (Accessibility Design Manual : 1-Urban Designs : 2-Signage, n.d.)

²¹ <https://www.nfpa.org/-/media/Files/Public-Education/By-topic/Disabilities/EvacuationGuidePDF.ashx>

²² NFPA-Disability Access Review Advisory Committee DARAC Emergency Evacuation Planning Guide for People with Disabilities, June 2016 National Fire Protection Association, https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf

Recommendation for the Society where SCIs and VGs are Integrated

1. Emergency Evacuation Considerations

a. Guidelines before an emergency evacuation.

evacuation. An emergency evacuation plan is essential for any structure or facility. The planning procedure includes making sure that all building occupants are safe. When conducting lectures and seminars, particularly in the simulation and drill exercises, the BFP lecturer must know the emergency evacuation plan created by the building managers or owners, building administrative officers, or safety officers. The following are the three general information points for planning evacuation for SCIs and VGs in case of a fire emergency:

 **Know the population.** The BFP lecturer should have a list of the SCIs and VGs in the building. They shall direct the building manager, safety officer, or person in charge of the building to constantly update and make data readily available to the fire department in the event of a fire to determine the exact location of the SCIs and VGs, the number of SCIs and VGs in the building, and the equipment needed during the evacuation

 **Know the establishment.** Every building tenant needs to know how to escape a burning building and where to go to have a safe route. It is advised to provide directional signage to identify where accessible locations and services are and how to use them.⁵⁰ With few exceptions, occupants should anticipate two exits from every building or structure, which typically take the shape of an exit. Every occupant should be aware of the closest accessible exit and the corresponding egress route in case of an evacuation.⁵¹ It will aid the BFP lecturer in developing an evacuation plan and simulation strategy with participating SCIs and VGs inside the building. Ensure that all means of egress are accessible to all SCIs and VGs during immediate evacuation. Most importantly, include the worldwide emblem of accessibility in the building to designate accessible areas and facilities.

 **Know the assistance needed by the SCIs and VGs.** To provide the proper aid to the SCIs and VGs, knowing the service required by the SCIs and VGs occupying the subject

occupancies is a must. The following things⁵² Must be identified:

- Who will assist?
- How many people are necessary to assist
- What assistance will the person (s) provide?
- Where will the person (s) start assisting?
- When will the person (s) begin assisting?
- How will the person(s) assisting be contacted?

b. Specific Guidelines during Emergency Evacuation.

Evacuation. For detailed guidelines in handling certain SCIs and VGs during an emergency evacuation, the BFP Lecturer shall also include in their lecture how to help certain SCIs and VGs and the proper handling during the emergency or in case of fire. These guidelines⁵³ are intended for the BFP Rescuers, SCIs and VGs Handlers, Employers, Company Volunteer Fire Brigade members, and other Building Occupants.



Know How to Help People with Low Vision/Blindness/Visually Impaired: Do the following when assisting an individual with low vision and or blindness during an evacuation:

- Explain to the person the nature of the emergency and extend an arm in support. The person will employ this tactic as a “sighted guide.” Providing the necessary directional cues and signage to help them locate and follow the escape route. These Fire Safety signs should be large enough for easy detection
- Informing someone verbally of the safest path or turn-around, Using estimated distances and directional terms. Using estimated distances and directional terms, give verbal instructions to advise on the safest path or direction.⁵⁴
- Tell the person the location and where the difficulties are while walking.
- When reaching the designated safe area, orient the person to their surroundings and ask if they need further help.⁵⁵
- If possible, do not separate the service animal from its master.
- If the stairs are impassable, use the fire escape or other exit method, such as an evacuation device, which is on the balcony.

⁵³⁻⁵⁴ <https://giftabled.org/wp-content/uploads/2019/08/Emergency-Preparedness-for-PwD-GiftAble.pdf>

⁵⁵ <https://giftabled.org/wp-content/uploads/2019/08/Emergency-Preparedness-for-PwD-GiftAble.pdf>

⁵⁶ <https://accessibility.umd.edu/emergency-preparedness>

⁵⁷ <https://www.nfpa.org/-/media/Files/Public-Education/Resources/Safety-tip-sheets/SmokeAlarmsDisabilitySafetyTips.pdf>

⁵⁸ Emergency Preparedness for Disable Workers – Emergency Response. <https://emergencyresponse.org.ng/2022/09/21/emergency-preparedness-for-disable-workers/>

⁵⁹⁻⁶⁰ Emergency Evacuation for People With Disabilities. <https://blink.ucsd.edu/disabilities.html>- Safety, emergencies, preparedness, get ready

⁶¹ Office of Diversity and Inclusion | Emergency Preparedness For.... <https://accessibility.umd.edu/emergency-preparedness>

 **Know How to Help People Who Are Deaf or Hard of Hearing:** During an emergency, some people who are deaf or hard of hearing may not hear the audible fire alarm. They must also be aware of the types of emergencies that will and will not trigger the visual notification system. Use an alternative warning system, such as:

- Write a message informing the recipient of the emergency, the closest escape route, and where to meet outside.
- Turn the light switch on and off to get their attention, then explain what is occurring and what to do with motions or in writing. If the smell of natural gas nearby has been detected, avoid switching on the light.
- The use of closed-caption televisions in public and business settings will help them. Pointing at exits or evacuation maps gives visual cues regarding the safest path or direction.
- Ensure not to separate the service animal from its master.
- People with hearing loss might be woken up from sleep by an alert device that emits a loud, mixed, low-pitched sound.⁵⁷ It may find a pillow or bed shakerhelpful. Thesound of the smoke alarm triggers these devices.

 **Know How to Help People Who Use Crutches, Canes, or Walkers:**

- Please inquire how he, as a Responder, can help them leave the location as quickly as possible.
- Think about the person's appropriateness for carrying and the available evacuation methods. Having choices consist of:
 - i. Employing a two-person lock-arm technique.
 - ii. Place the person on a sturdy chair that can be raised and moved, ideally with arms.⁵⁸
- Help individuals with limited mobility go to a haven or leave the premises.

 **Know How to Help People Who Use Wheelchairs:** When making plans for and helping those who use wheelchairs, heed this advice:

 Do not lift an individual in a wheelchair. There is too muchrisk, and it may endanger both the lay rescuer and the non-ambulatory person.⁵⁹⁻⁶⁰

Sample Script:

"FIRE! Proceed to the rear door. NOW! Meet outside on the front lawn."⁵⁶

Note:

The seat bar, footplates, wheels, movable armrests, and other pieces are among the numerous moving or weak parts of wheelchairs that are designed to bear lifting pressure.⁶¹



Be aware that some individuals in wheelchairs may have:⁶²

- Minimal ability to move and lift them may be dangerous to their well-being.
- It has a tiny upper trunk and neck strength.
- Asking the person with a handicap about their requirements and preferences regarding respiratory conditions and equipment that increases their exposure to smoke, fumes, or other airborne toxicants is highly recommended.
- Ways of moving.
- When lifting, consider whether to move or extend your extremities due to pain, braces, or other factors.
- Consider whether someone should bring a seat cushion or pad.
- Provides an aftercare if someone removes the individual from the wheelchair during evacuation.



If someone is lifting an individual from a wheelchair during evacuation.⁶³

- Ask others to bring a wheelchair.
- Please take the wheelchair out of the stairway when it is left behind and make sure it doesn't block escape pathways. Make sure not to separate the service animal from its master if possible.
- Reunite the person with the wheelchair as soon as possible.



Know How to Help Evacuate Non-ambulatory People: ⁶⁴
(may refer to the video listed in the Annex for demonstration purposes and learning.) Be sure to find out the person's preferred method of support.



Not all people can be safely lifted out of their wheelchairs and transported. The person may suffer from a medical condition that makes lifting hard, such as a heart condition, back issues, or other severe physical issues. If you transfer someone out of their wheelchair, remember the location of the wheelchair.



If there is smoke or fumes, you should help those wearing electric artificial respirators first.



Be aware that fragile people in chronic pain or wearing braces might not be able to extend or move their extremities.

⁶² Information on Evacuations - Pasadena City College - Police & College Safety. <https://www.pasadena.edu/police-and-college-safety/emergency-information/evacuation-information.php>

⁶³ Emergency Preparedness for Disable Workers – Emergency Response. <https://emergencyresponse.org.ng/2022/09/21/emergency-preparedness-for-disable-workers>

⁶⁴⁻⁶⁵ Evacuation Information - Police & College Safety - Pasadena City College. (n.d.). <https://pasadena.edu/police-and-college-safety/emergency-information/evacuation-information.php> In-Text Citation: (Evacuation Information - Police & College Safety - Pasadena City College, n.d.)

⁶⁶ https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf



Transferring a Person⁶⁵

(may refer to video, STRYKER Evacuation Chair, listed in the Annex for demonstration purpose and learning)

In trying to transfer, first, make sure the person being carried or transferred is not in danger. You can utilize the following lifts and moving techniques if they are not in danger:

- **Pack-strap Carry:** To do this, “While the assistant is holding both of the person’s arms over the assistant’s shoulders, a semi-ambulatory person can lean against the assistant’s back. The assistant will lean slightly forward to support the person’s weight.
- **Two-handed Seat:** Two helpers form a seat by gripping wrists and linking arms to make a backrest.
- **Two-person Carry:** A person is carried by the extremities by two attendants. One of the assistants is positioned behind the subject and places their arms around the subject’s chest. The second assistant can cross the person’s legs and carry them to one side, freeing up one hand to open doors or perform other tasks while standing facing away from the person between their legs.



2. What Other Devices Are Available?⁶⁶

Some evacuation tools and techniques, like stair-descent devices, demand help from others (please see Chapter 4 for Fire safety signage and devices to use during fire emergencies for persons with disabilities).

3. Is assistance Required? Who Will Provide the Assistance?

- Anyone in the Office or Building.
- Anyone can help those with mobility issues who can easily climb stairs but struggle to operate door locks, latches, and other devices because of hand or arm impairments.

Someone should inform the person with impairment how to use a particular door or equipment and advise them to always ask for help to address the problem.

Note:

In the case of an emergency, it is vital to remember that not everyone in a facility is aware of the various accessible paths and means of egress across the complex in the event of an emergency.

**Specific person (s) in the Office or Building****Friend or co-worker**

- Relative
- Supervisor
- Building staff
- Floor safety warden

First responders

- Floor safety warden
- Firefighter
- Police officer
- Emergency medical services:
- emergency medical
- technicians (EMTs)
- Ambulance personnel

Note:

To indicate the exit route, signs are typically positioned above exit doors and close to the ceiling. If necessary, a directional exit sign.

A person with disabilities must be aware of all accessible EXITS, the location of designated safe areas for evacuation, all necessary equipment and devices, and the specific people in the office or building to contact in an emergency. The location of exit signs and directional exit signs should make them visible and stand out from the surrounding area.

4. Some helpful insights To consider:⁶⁷

► It is essential to let people, SCIs and VGs, with mobility disabilities know if there is a suitable means of egress from the building they are occupying. If there is no working means of egress, include other evacuation routes and strategies in the plans.

► Individuals with physical limitations should receive printed directions, pamphlets, or maps illustrating all accessible routes within the facility. It may also be beneficial to physically demonstrate these routes to new employees and frequent visitors, along with providing written instructions. Additionally, employees responsible for building security, particularly those at entry points, should be well-informed about these resources.

► If there are no directional signs for the fire exit, those SCIs and VGs with mobility challenges should have access to written instructions, a leaflet, or a map that shows the locations of all accessible routes of egress.

⁶⁷ NFPA-Disability Access Review Advisory Committee DARAC Emergency Evacuation Planning Guide for People with Disabilities, June 2016 National Fire Protection Association, p. 14-15. https://rems.ed.gov/docs/resources/NFPA_Evacuation_Guide_for_Disabilities.pdf

⁶⁸ Is Braille Jewish? – HolidayMountainMusic. <https://holidaymountainmusic.com/is-braille-jewish/>

⁶⁹ <https://www.afb.org/blindness-and-low-vision/braille/what-braille>

⁷⁰ <https://www.3cmEDIAsolutions.org/privid/253637?key=bf423c8200949ec4a68d3df9b57a4d019d887ffa>

⁷¹ <https://www.youtube.com/watch?v=twWnGUE-4ns>

- ▶ SCIs and VGs Mobility aid users must be able to access public spaces without assistance, and emergency evacuation plans should include adequate help for those who cannot. It ensures independence, and the device is for evacuation or replacement once the person leaves the building.
- ▶ To assist new hires and employees with visual impairments, the employer must provide guided tours and simplified floor diagrams of the building. Provide tactile and Braille signs at entrances and ensure security personnel know about accessible building evacuation methods and procedures. It will help visitors locate exits in case of emergencies.
- ▶ The personal evacuation plan for a person with a visual impairment needs to be created and maintained in the alternative format the person prefers, such as tactile characters, Braille, or large print.
- ▶ Building management should consider placing appropriate visual, tactile, and Braille signage in areas without tactile directional indicators to demonstrate usable means of egress to new employees with visual impairments and to help them evacuate safely.
- ▶ Braille is a raised dot method that those with low eyesight or blindness can read with fingers.⁶⁸ Teachers, parents, and others not visually impaired ordinarily read Braille with their eyes.⁶⁹

5. The BFP Educator may show the video listed in the Annexes for additional learning/presentation:

- Evacuation Procedures Aged Care
- Evacuating Persons Who Are Non-ambulatory⁴¹
- Evacuating people with special needs in emergencies
- Fire Emergency and Prevention at Work Place
- Evacuate Care Home - Residential Care Facility Evacuation
- STRYKER Evacuation Chair⁴²





Reinforcement: *After the Lecture*

Positive reinforcement after the lecture and drill for SCIs and VGs:

1. Following the lecture and drill, the BFP Lecturer may praise and commend the participants for their excellent performance.
2. Distribute the complimentary fire safety kits (refer to Chapter 4 of this book) to the SCIs and VGs.
3. The BFP Lecturer must include the SCIs and VGs in the evacuation, exit drill, and simulation with all the regular participants.
4. The BFP Lecturer can invite the participants to applaud themselves five times, acknowledging their outstanding efforts.
5. In conclusion, the BFP Lecturer and the team can form a line to extend congratulatory handshakes to the SCIs and VGs participants while saying, “Congratulations! Keep up the good work!”

This activity aims to demonstrate the success of the learning take-outs, such as increased fire prevention awareness and proper response to building alarms, firetruck sirens, and other safety measures within their community. The effective execution and response by the involved SCIs and VGs audience signify a clear achievement in this endeavor.

End the lecture by giving affirmation to the audience.

CHAPTER 3

Special Care Individuals (SCIs) and Vulnerable Groups Individual to the Community

Objectives:

1. To involve special care individuals and vulnerable groups when conducting community fire safety lectures and seminars.
2. To guide the Bureau of Fire Protection personnel on the proper terminologies when dealing with special care individuals and vulnerable groups in the communities.
3. To impart procedures on evacuating special care individuals and vulnerable groups in case of a fire emergency in the community.
4. To identify possible support groups or individuals that may help evacuate special care individuals and vulnerable groups in a fire emergency.



CHAPTER 3 OVERVIEW

Special Care Individuals (SCIs) and Vulnerable Groups (VGs) Integrated Into The Community

Purpose

This chapter guides those tasked to conduct common fire safety lectures to special care individuals (SCIs) and vulnerable groups (VGs) integrated into the community. However, they need experience or proper education in a specialized course intended for them. This chapter aims to give guidelines and sensitive information in handling and teaching SCIs, VGs, personal caregivers, and support workers to meet their needs.

It is a reference in Oplan Ligtas na Pamayanan (OLP), which is conducted to guide the Community Fire Auxiliary Group (CFAG) in prioritizing and handling SCIs and VGs during evacuation.

General Guidelines

In this chapter, the lecturer or facilitator should present the lesson in the simplest way possible, using simple language that is easily comprehensible (avoiding technical jargon) for the participants. The lecturer should strive to convey engaging, enthusiastic, and morally upright topics while offering valuable insights and encouragement to hold the participants' interest. Working therein as participants, the BFP Lecturer will refer to Volume 5 Module 8, whichever is appropriate for their particular occupancy.



Things to Consider

The participants are special care individuals (persons with disabilities) and vulnerable groups (senior citizens and pregnant women). Hence, understanding their unique needs is recommended.

Encourage open communication and allow the SCIs and VGs to participate in lectures and activities so they can share their invaluable views while considering their difficulties.

Lecturer's Guide

The data of persons with disability casualty reports gathered from the Fire Arson Investigation Division (FAID), Bureau of Fire Protection National Headquarters, shows that from the year 2013 up to the present, out of 137 residential fire incidents, 140 casualties involved persons with disabilities. These fire incidents mostly happened in congested communities with vast numbers of informal settlers.

As part of the initiative to prevent such tragic incidents involving the SCIs and VGs in the community, the BFP management has initiated action for inclusivity. It provides fire safety coverage to special care individuals (persons with disabilities) and vulnerable groups (senior citizens and pregnant women) through developing this manual designed to be a comprehensive guide for instructing personal caregivers, support workers, SCIs, and VGs in essential fire safety practices.

For easy understanding and presentation, this chapter will concentrate on three key stages in delivering lectures/seminars for teaching SCIs, VGs, personal caregivers, and support workers integrated into the community:

1. Preparation: Before the lecture,
2. Facilitation: During the lecture and
3. Reinforcement: After the lecture

This guide also divides the difficulties that challenge SCIs into two categories, which are:

1. Physical Difficulties

Physical difficulty is a substantial and long-term limitation affecting mobility, physical functioning, stamina, or agility. It can limit the individual, either temporarily or permanently, by becoming disabled for a wide range of reasons, such as genetic disorders, injury, or a specific condition.⁷² In this lesson it is subcategorized into four difficulties, these are:



a. **Mobility Difficulties.** Difficulties that affect movement range from gross motor skills, such as walking, to fine motor movement, involving manipulation of objects by hand.⁷³ Mobility difficulties may be wheelchair-user and non-wheelchair-user.



b. **1. Visual Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



c. **2. Speech Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



d. **3. Hearing Difficulties** (for definition, please refer to Book 1, Chapter 3, IMPORTANT CONCEPTS AND TERMINOLOGIES).



2. Cognitive Difficulties

An article, Cognitive Impairment: A Call for Action, Now!, defined cognitive difficulty or impairment as a person who has trouble remembering, acquiring new learnings, focusing, or making decisions that affect their routine. This difficulty ranges from mild to severe. Persons with mild problems may adapt to changes. However, persons with severe levels may lose the ability to comprehend the importance or meaning of some things and the ability to express themselves in talking or writing, resulting in the inability to live independently.

⁷² Physical Disability: Types & Causes. Renata. <https://leafcare.co.uk/blog/physical-disability/#:~:text=People%20may%20be%20affected%20by%20function%20and%20mental%20health>

⁷³ What is a mobility impairment? <https://www.washington.edu/accesscomputing/what-mobility-impairment#:~:text=A%20mobility%20impairment%20is%20a.manipulation%20of%20objects%20by%20hand>.

Preparation: *Before the Lecture*

1. Before the actual lecture, a pre-scheduled meeting is important which involves:
 - a. Collaborating with relevant authorities such as the barangay staff, building administrator, personal caregivers, and support workers.
 - b. Gathering essential information, including in-house and privacy regulations.
 - c. Addressing the unique needs of the SCIs and VGs needs within the designated facility/area:
 - i. **Professional Assistance:** This may involve providing sign language interpreters for individuals with speech and hearing impairments.
 - ii. **Specialized Materials:** Specialized materials include braille or tactile books for persons with visual, hearing, and cognitive challenges.
 - iii. **Accessibility:** Ensuring that facilities are fully accessible for individuals with mobility difficulties, eliminating any barriers.
 - iv. **Tailored Learning Approaches:** Recognizing that people with cognitive difficulties have diverse learning styles. Some may require a slower pace, while others may benefit from a more accelerated approach.
2. The lecturer must identify the SCIs and VGs, along with details about the specific type of disability, as well as the presence of family members and support workers in the audience.
3. The BFP personnel must undergo Disability Awareness and Sensitivity Training (DAST) to reach SCIs and VGs integrated into the community effectively. DAST is a sensitivity training program on disabilities offered by the local government unit.
4. The lecturer may choose to show evacuating people with special needs in emergencies and evacuation procedures aged care videos (please refer to Annexes for the video link) either before or after the lecture for SCIs and VGs integrated into the community.

Note:

Identifying the types of disabilities of the SCIs is essential so that the lecturer can prepare the materials and adjust his teaching methods to make learning available for all of his audiences.

Facilitation: *During the Lecture*

The lecturer must refer his topic on fire safety awareness and seminar in communities to Volume 4, Modules 6 and 7 of this manual. The audience comprises Special Care Individuals (SCIs) and Vulnerable Groups (VGs), and it is recommended that their guardians, family members, or support workers accompany them to provide the necessary assistance and guidance during the lecture. Additionally, if required, utilize adapted teaching materials tailored to the specific needs of SCIs and VGs.

With consideration to the disabilities of the audience, the lecturer can give or cite examples of fire incidents and their causes in the community. The lecturer may recommend Fire Safety Tips and Evacuation Plans or introduce an Exit Drill in the Home. (EDITH) for a better recall.

Note:

Lecturer may cite or use statistics of residential fire incidents and their causes in the country. Include figures for SCIs and VGs casualties. The lecturer may also use TV reports involving fatalities of SCIs and VGs during fire incidents

1. For People with Physical Difficulties

Fire Safety is an essential topic for everyone, and it is important to emphasize and focus on, especially for people with difficulties like SCIs. These groups of people may need help having a smooth, easy, and safe escape due to their limited capability and may pose an imminent danger and a drawback for them to safeguard and rescue themselves. As such, developing a Fire Safety Plan suitable for individuals with special needs like them is essential. By taking the necessary steps to teach fire safety to SCIs, we can help to keep them safe in the event of a fire.

A. Etiquettes, Do's, and Don'ts for BFP lecturer



- ✓ Greet your audience with an authentic smile and establish a positive rapport.
- ✓ Wear your Uniform with pride and confidence to establish credibility and attract attention.
- ✓ Emphasize your intention and reason for conducting fire safety lectures to communities.
- ✓ If there are SCIs in the audience, encourage their family, guardians, or support workers to join the lecture.

- ✓ Treat SCIs like a regular person with sensitivity to their difficulties.
- ✓ Encourage their Participation.
- ✓ Acknowledge their ideas.
- ✓ Include the participation of their family, guardian, and support group if necessary, depending on the activities prepared by the lecturer.
- ✓ If possible, involve them in activities, especially on Exit Drill in the Home (EDITH)
- ✓ Avoid examples that trigger negative perceptions.
- ✓ Avoid giving special treatment to SCIs during lectures; just be sensitive.
- ✓ Do not give your view of what SCIs, caregivers, and support workers are going through if you have no personal experience handling them. They do not need your pity. Treat them as regular people.
- ✓ Refrain from assuming if you are still determining what terminologies to use. You may research through the World Wide Web and ask a professional.

Terms to use:

Please refer to Book 1, Chapter 3, Important Concepts and Terminologies for vocabulary purposes.

Dealing/Interacting with SCI:

In dealing/ interacting with SCIs with mobility, visual, speech, and hearing difficulties, please refer to Book 1, Chapter 3 - 3.3 Social Etiquette when dealing with people with disabilities.

B. Fire Safety Tips and Reminders

General Fire Safety Tips and Reminders

- ✓ Considering their difficulties, SCIs should generally stay near the possible exits in their house.
- ✓ The passageway to the SCIs room should always be free from obstructions.
Rooms of the SCIs should be clear from any possible

source of fire, such as candles, mosquito coils, gas lamps, and other similar things.

- ✓ Limit the electricity outlet in the rooms of SCIs. Ensure that electrical cords are in good condition.
- ✓ Installing grab bars in the bathroom and other areas where someone might need assistance is essential.
- ✓ Smoke alarms and detectors installed in every room of the house are necessary. Make sure they are working correctly, and replace batteries regularly.
- ✓ Have a fire extinguisher at home and learn how to use it.
- ✓ Encourage the family members or the SCI guardian to devise an escape plan at Home.
- ✓ Practice Exit Drill in the Home regularly together with the SCIs with consideration to their difficulties.
- ✓ Family or guardians should regularly check the SCI rooms in the Home, especially at night.
- ✓ Designate or identify a safe place during evacuation.
- ✓ Designate a family member, guardian, or support who will guide the SCIs in leaving the room in case of fire. Prioritize SCIs during evacuation.
- ✓ SCIs should have whistles, bells, and flashlights that they can use in asking for help.
- ✓ SCIs should have its way of alarming other family members in case of fire.
- ✓ SCIs, family, guardians, and support workers should secure the hotline numbers of the nearest fire station and rescuers on their mobile phones.
- ✓ SCIs with physical difficulties but able to suppress fires is encouraged.
- ✓ Call the nearest fire station immediately if you smell smoke or see a fire.
- ✓ If you cannot escape the fire, stay in a room with a closed door and wait for help.

► **For Persons with Mobility Difficulties**

- ✓ Please encourage them to use wheelchairs or devices to aid their mobility difficulties in emergencies.
- ✓ If you are in a wheelchair, move safely away from the fire.
- ✓ If you cannot move your wheelchair, stay in the chair and cover your face with a wet cloth.
- ✓ If you cannot walk, stay low to the ground and crawl to a safe location.

► **For Persons with Vision Difficulties**

- ✓ Please encourage them to familiarize themselves with their exit route.
- ✓ If you have a trained dog as a pet, use them as a guide in finding your way to a safe location.

► **For Persons with Speech Difficulties**

- ✓ Alarm your family members by tapping them or giving them hand signals that there is a fire in your Home.
- ✓ If you have a trained dog as a pet, use them as a guide in finding your way to a safe location.

► **For Persons with Hearing Difficulties**

- ✓ Encourage them to use hearing aids if possible.
- ✓ If you have hearing difficulties, use your hearing aid to listen to the sound of the fire alarm. If you cannot hear the alarm, look for the flashing lights.
- ✓ If you have a trained dog as a pet, use them as a guide in finding your way to a safe location.

Recommendation for Barangay Staff Building Administrators

Know your population.

A. Keep a list of the SCIs present in the community. This list should constantly be updated and available, especially in planning for the SCIs and VGs fire safety and emergency escape plans.

B. Know the SCIs exact locations and categories present in the said community. It is necessary to secure this information to help rescuers respond promptly and smoothly during fire emergencies and evacuation.

Know your community.

The community should develop a safety plan according to the terrain and demography of the area. Identifying the present hazards in their area that may trigger conflagration is also a must.

Know the assistance needed by the SCIs in the community.

To be able to provide the proper aid to the SCIs, the following things must be identified:

- Who will assist?
- How many people are necessary to assist?
- What assistance will the person(s) provide?
- Where will the person(s) start assisting?
- When will the person(s) start assisting?
- How will the person(s) assisting be contacted?

11. For People with Cognitive Difficulties

In teaching Fire Safety to SCIs with cognitive difficulties, BFP personnel must be empathetic and flexible in their teaching methods and techniques, as these individuals have unique and special needs. These people may have trouble understanding the risks of fire and may also be more likely to start a fire. One crucial step is to ensure they are aware of fire risks. The lecturer may use visual aids, role-playing, and other unique activities that the facilitator may think of to aid them in a better understanding of the topic. It is also necessary to be patient and understanding in handling them to provide support while making a supportive and inclusive environment that encourages learning and personal growth.

A. Etiquettes, Do's, and Don'ts for BFP lecturer



- ✓ Greet your audience with an authentic smile and establish a positive rapport.
- ✓ Wear your Uniform with pride and confidence to establish credibility and attract attention.
- ✓ Emphasize your intention and reason for conducting fire safety lectures to communities. If there are SCIs in the audience, encourage their family, guardians, or support workers to join the lecture.
- ✓ Treat SCIs like a regular person with sensitivity to their difficulties.
- ✓ Encourage their Participation.
- ✓ Acknowledge their ideas.
- ✓ Include the participation of their family, guardian, and support group if necessary, depending on the activities prepared by the lecturer.
- ✓ Involve them in activities, especially on Exit Drill in the Home.
- ✓ To ensure the effectiveness and purpose of the fire safety lecture, the lecturer may focus on the family, guardians, or support workers of the SCIs with cognitive difficulties.
- ✓ Avoid examples that trigger negative perceptions.
- ✓ Avoid giving special treatment to SCIs during lectures; just be sensitive.
- ✓ Do not give your view of what SCIs, caregivers, and support workers are going through if you have no personal experience handling them. They do not need your pity. Treat them as regular people.
- ✓ Refrain from assuming if you are still determining what terminologies to use. You may research through the World Wide Web or ask a professional.

Terms to use:

Please refer to Book 1, Chapter 3, Important Concepts and Terminologies for vocabulary purposes.

Dealing/Interacting with SCI:

In dealing/ interacting with SCIs with cognitive difficulties, please refer to Book 1, Chapter 3 – 3.3 Social Etiquette when dealing with people with disabilities.

B. Fire Safety Tips and Reminders



- ✓ Considering their difficulties, SCIs should typically stay near the possible exits in their house.
- ✓ The passageway to the SCI room should always be free from obstruction.
- ✓ Rooms of the SCIs should be clear from any possible source of fire, such as candles, mosquito coils, gas lamps, matches, lighters, and other similar things.
- ✓ Limit the electricity outlet in the rooms of SCIs.
- ✓ Encourage the family or the SCI's guardian to device an escape plan at Home.
- ✓ Practice Exit Drill in the Home regularly together with the SCIs with consideration to their difficulties.
- ✓ Family or guardians should regularly check the rooms of SCIs in the Home, especially at night.
- ✓ Designate or identify a safe place during evacuation.
- ✓ Designate a family member, guardian, or support individual who will guide the SCIs in leaving the room in case of fire.
- ✓ Prioritize SCIs during evacuation.
- ✓ Smoke alarms and detectors installed in every room of the house are necessary. Make sure they are working correctly, and replace the batteries regularly.
- ✓ Keep all exits clear of obstacles and ensure they are easy to open.

- ✓ Install grab bars in areas where someone might need assistance.
- ✓ Ensure all electrical cords are not frayed or damaged and in good condition.
- ✓ Never leave candles unattended.
- ✓ Keep flammable materials away from heat sources.
- ✓ Have a fire extinguisher on hand and know how to use it.
- ✓ SCI's family, guardians, and support workers should secure the hotline numbers of the nearest fire station and rescuers on their mobile phones.
- ✓ Call the nearest fire station immediately if you smell smoke or see a fire.
- ✓ If you cannot escape the fire, stay in a room with a closed door and wait for help.
- ✓ SCIs should have whistles, bells, and flashlights that they can use to ask for help.
- ✓ SCIs should have a way of alarming other family members in case of fire.

Recommendation for Barangay Staff and Building Administrator



Know your population.

A. Keep a list of the SCIs and VGs present in the community. This list should continually be updated and available, especially in planning for the SCI and VG fire safety and emergency escape plans.

B. Know the SCIs and VGs exact locations and categories present in the said community. It is necessary to secure this information to help rescuers respond promptly and smoothly during fire emergencies and evacuations.



Know your community.

The community should develop a safety plan according to the terrain and demography of the area. Identifying the present hazards in their area that may trigger conflagration is also a must.

 **Know the assistance needed by the SCIs in the community.**

In providing the proper service to the SCIs and VGs, identify the following:

- Who will assist?
- How many people are necessary to assist?
- What assistance will the person(s) provide?
- Where will the person(s) start helping?
- When will the person(s) start assisting?
- How will the person(s) assisting be contacted?

III. For Vulnerable Group (VGs)

Fire safety is essential for everyone; as with SCIs, it is also vital for vulnerable groups like senior citizens to remind pregnant women of this matter. These individuals may have physical or mental difficulties that make them more vulnerable to fire and its effects.

A. Etiquettes, Do's, and Don'ts

for BFP lecturer

-  Greet your audience with an authentic smile and establish a positive rapport.
-  Wear your uniform with pride and confidence to establish credibility and attract attention.
-  Emphasize your intention and reason for conducting fire safety lectures to communities.
-  If there are VGs in the audience, ask their family, guardians, or support workers to join the lecture if possible.
-  Treat VGs like a regular person with sensitivity to their difficulties.
-  Encourage their Participation.
-  Acknowledge their ideas.
-  Include the participation of their family, guardian, and support group if necessary, depending on the activities prepared by the lecturer.
-  If possible, involve them in activities, especially on Exit Drill in the Home (EDITH)

B. Fire Safety Tips and Reminders

- ✓ VGI in the house should stay in the rooms that are near to possible exits.
- ✓ Considering their difficulties, VGI should typically stay near the possible exits in their house.
- ✓ Rooms of the VGI should be clear from any possible source of fire, such as candles, mosquito coils, gas lamps, and other similar things.
- ✓ Limit the electricity outlet in the rooms of VGI.
- ✓ Encourage the family or the guardian of VGI to devise an escape plan at Home.
- ✓ Practice Exit Drill in the Home regularly together with the VGI with consideration to their difficulties.
- ✓ Family or guardians should regularly check the rooms of VGI in the Home, especially at night.
- ✓ Designate or identify a safe place during evacuation.
- ✓ Designate a family member, guardian, or support individual who will guide the VGI in leaving the room in case of fire.
- ✓ Prioritize VGI during evacuation.
- ✓ VGI should have whistles, bells, and flashlights that they can use in asking for help.
- ✓ VGI should have its way of alarming other family members in case of fire.
- ✓ Smoke alarms and carbon monoxide detectors installation in every room of the house is a must. Make sure they are working correctly, and replace the batteries regularly.
- ✓ Keep all exits clear of obstacles and ensure they are easy to open.
- ✓ Grab bars in the bathroom and other areas where someone might need assistance.
- ✓ Ensure that electrical cords are in good condition.
- ✓ Never leave candles unattended.

- ✓ Keep flammable materials away from heat sources.
- ✓ Have a fire extinguisher at Home and learn how to use it.
- ✓ VGI, family, guardians, and support workers should secure the hotline numbers of the nearest fire station and rescuers on their mobile phones.
- ✓ If you smell smoke or see a fire, call the nearest fire station immediately.
- ✓ If you cannot escape the fire, stay in a room with a closed door and wait for help.

RECOMMENDATIONS FOR BARANGAY STAFF and BUILDING ADMINISTRATORS

 **Know your population.**

- A. Keep a list of the SCI and VGI present in the community. This list should continually be updated and available, especially in planning for the SCI and VGI fire safety and emergency escape plans.
- B. Know the SCI and VGI exact locations and categories present in the said community. It is necessary to secure this information to help rescuers in prompt and smooth response during fire emergencies and evacuation.

 **Know your community.** The community should develop a safety plan according to the terrain and demography of the area. Identifying the present hazards in their area that may trigger conflagration is also a must.

 **Know the assistance needed by the SCI in the community.** In providing the proper service to the SCI and VGI, identify the following things:

- Who will assist?
- How many people are necessary to assist?
- What assistance will the person(s) provide?
- Where will the person(s) start helping?
- When will the person(s) start assisting?
- How will the person(s) assisting be contacted?

Reinforcement: *After the Lecture*

The lecturer should ensure his audience understands his topic by asking the following questions.

1. Do you understand now the importance of fire safety in your homes and community?
2. Do you know what to do and where to go in case of fire?

As a conclusion activity, let your audience make their evacuation plan that they may use or apply in their EDITH. If the time allowed, the lecturer could conduct an exit drill.

Distribute the complimentary fire safety kits (refer to Chapter 4 of this book) to the SCIs and VGIs, and review when and how to use them.



CHAPTER 4

Additional Fire Safety Tips and Recommendations on dealing and handling SCI and VGI during Lectures of BFP Personnel



Fire Safety Kit for SCIs and VGIs

The following items are recommended provisions for children with special needs, individuals requiring special care, and those belonging to vulnerable groups. These essentials should be readily available at every fire station for distribution during lectures and seminars. They serve as crucial aids during emergencies, and those unable to access them will receive the kit at no cost.

a. Sensitivity messaging materials

(including informative leaflets and flyers).

b. Fire safety devices

(such as whistles and flashlights)

c. Sunflower lanyard

(wearing this signifies a hidden disability). The Sunflower Lanyard is a green lanyard adorned with bright yellow sunflowers. It raises awareness about hidden disabilities, indicating that the wearer may require additional support.⁷⁴



Figure 1. Example of Sunflower Lanyard

⁷⁴ What is a Sunflower Lanyard? <https://www.fishinsurance.co.uk/what-is-a-sunflower-lanyard/>

⁷⁵ DIFFERENCE BETWEEN TACTILE SIGNAGE AND BRAILLE SIGNAGE. <https://www.identitygroup.com/difference-between-tactile-signage-and-braille-signage/>

⁷⁶ DIFFERENCE BETWEEN TACTILE SIGNAGE AND BRAILLE SIGNAGE. <https://www.identitygroup.com/difference-between-tactile-signage-and-braille-signage/>

Fire safety signage and devices that can be used during fire emergencies for persons with disabilities

► For a person with visual difficulties



Figure 2.
Sample Tactile Signage

- Tactile, braille signs, signage, handrails, and railings to recognize exits.

Tactile signage is read or more easily read by touching a sign's letters or symbols. They are primarily provided for individuals with visual difficulties or vision loss later in life and would recognize alphabetical letters upon touching them.



Figure 3.
Sample Braille Signage

Braille is a form of tactile writing that persons with visual difficulties learn and use. The raised pattern of dots that the eyes can read represents different characters. Many cultures and languages also use Braille because it provides literacy for people who are not English-speaking⁷⁶.

► For a person with mobility difficulties

1. Signage, handrails, and railings to recognize exits.

If some means of egress are not accessible to persons with disabilities, accessible paths should have the international symbol of accessibility (ISA):



Figure 4.
International Symbol of
Accessibility (ISA)

Notes: From July 10, 2013, Amendments to the **Implementing Rules and Regulations (IRR) of Batas Pambansa Bilang 344 (BP344) or the Accessibility Law:**

- “The International Symbol of Access shall be composed of a white symbolized figure of a person in a wheelchair with a square background in UN Blue Color. The symbolized figure shall always face to the right. Provide directional arrows when the space/area/function being referred to is facing left.”

⁷⁷ The International Symbol of Access. December 14, 2017, | By: ARMAND MICHAEL R. EUSTAQUIO, UAP Chairman, Committee on Accessibility Audits for Private Buildings. <https://www.united-architects.org/news/the-international-symbol-of-access-242>

⁷⁸ NFPA Emergency Evacuation Planning Guide for People with Disabilities, November 2022, p. 12, <https://www.nfpa.org/-/media/Files/Public-Education/By-topic/Disabilities/EvacuationGuidePDF.ashx>

⁷⁹ Illuminate Your Way to Safety: Exploring the Benefits of Flashing Strobe Alarm Systems. July 14, 2023. <https://empoweredbyashley.com/blogs/news/illuminate-your-way-to-safety-exploring-the-benefits-of-flashing-strobe-alarm-systems>

⁸⁰ <https://www.nfpa.org/-/media/Files/Public-Education/Resources/Safety-tip-sheets/SmokeAlarmsDisabilitySafetyTips.pdf>

⁸¹ <https://www.nfpa.org/Public-Education/Fire-causes-and-risks/Specific-groups-at-risk/Older-adults>

- “The International Symbol of Access with the combination of pictographs should be used to designate routes and facilities that are accessible. Directional signs incorporating the INTERNATIONAL SYMBOL OF ACCESS, as shown, shall be installed at passageways and at points where there are changes in direction to lead persons with disabilities to various facilities such as lifts/elevators, entrances, telephone booths, toilets, parking, and the like.”
- “United Nations Blue” is a shade of 60% saturated blue and 90% bright. For reference purposes, United Nations Blue has the hex value #5B92E5. Sherwin Williams® carries a paint called ‘Flyway,’ which is 92% similar to United Nations Blue. Additionally, Pantone’s® color #279 is a 92% match.⁷⁷

Wheelchair user

- Examples of emergency stair travel devices excerpted from the NFPA Emergency Evacuation Planning Guide for People with Disabilities.⁷⁸

Examples of Emergency Stair Travel Devices		
		
A carry-type device. Courtesy of Evacuscape Inc.	A carry-type device in use. Courtesy of Evac+ Chair	A sled-type device. Courtesy of Garaventa Lift

Figure 6.
Examples of emergency stair travel devices

► For a person with hearing difficulties

Installation of flashing strobe lights can help the person with hearing difficulties.

Note:
Flashing strobe alarm systems are visual alert devices that grab your attention during emergencies. They are equipped with bright, flashing lights that emit intense light regularly. These lights are highly visible and help to communicate the presence of a potential threat or emergency quickly.⁷⁹



Figure 7.
Sample picture of
flashing strobe lights

Vibrating Alarm Clock, Super Loud Alarm Clock with Bed Shaker⁸⁰ for Hearing Impaired Deaf or people with hearing difficulty. A pillow or bed shaker can wake people with hearing difficulties in their sleep so they can escape. The sound of a smoke alarm activates the shaker.



Figure 8.
Sample picture of alarm clock

Additional Guidelines

To increase fire safety for SCIs and VGIs, BFP lecturers may include in their Fire Safety lecture and seminar the following guidelines :⁸¹

1. **KEEP IT LOW.** Whenever possible, individuals with special care needs and those in vulnerable groups (SCI and VGI) should opt for ground-floor sleeping arrangements to minimize the risk of early suffocation and ensure smooth evacuation in emergencies. Smoke alarms must be installed in all sleeping areas, and a phone must be placed near your bed for quick access during urgent situations. Consider residences with automated sprinkler systems, as they can extinguish a fire faster than the fire brigade can respond.
2. **SOUND THE ALARM.** Given that fire-related casualties often occur while victims are asleep at night, it's crucial to have a mechanical early warning system in place to ensure you wake up in case of a fire. If anyone in your household is deaf or has impaired hearing, consider installing a smoke alarm that uses flashing lights or vibrations for emergency notifications.
3. **DO THE DRILL.** Regularly conduct fire drills to familiarize yourself with proper evacuation procedures in a home fire. If someone in your household requires assistance evacuating, assign a designated helper and establish backup plans if the designated person is unavailable. Fire drills also serve as an excellent opportunity to ensure everyone knows what to do in case of a fire.
4. **OPEN UP.** Doors and windows must be easily opened from the inside. Use simple pins and locks that can be quickly operated internally. If you have security bars installed, make sure they have emergency release mechanisms inside for easy removal. Avoid nailing windows shut to facilitate quick egress during a fire incident.
5. **STAY CONNECTED.** Keep a phone or mobile device within arm's reach so one can easily grab it as you exit and call for help in a fire emergency. Before bedtime, ensure your glasses, hearing aid, cane, or a wheelchair are nearby for quick access.

Additional Fire Safety Tips and Reminders for Pregnant Women

Planning for Fire Emergency Evacuation

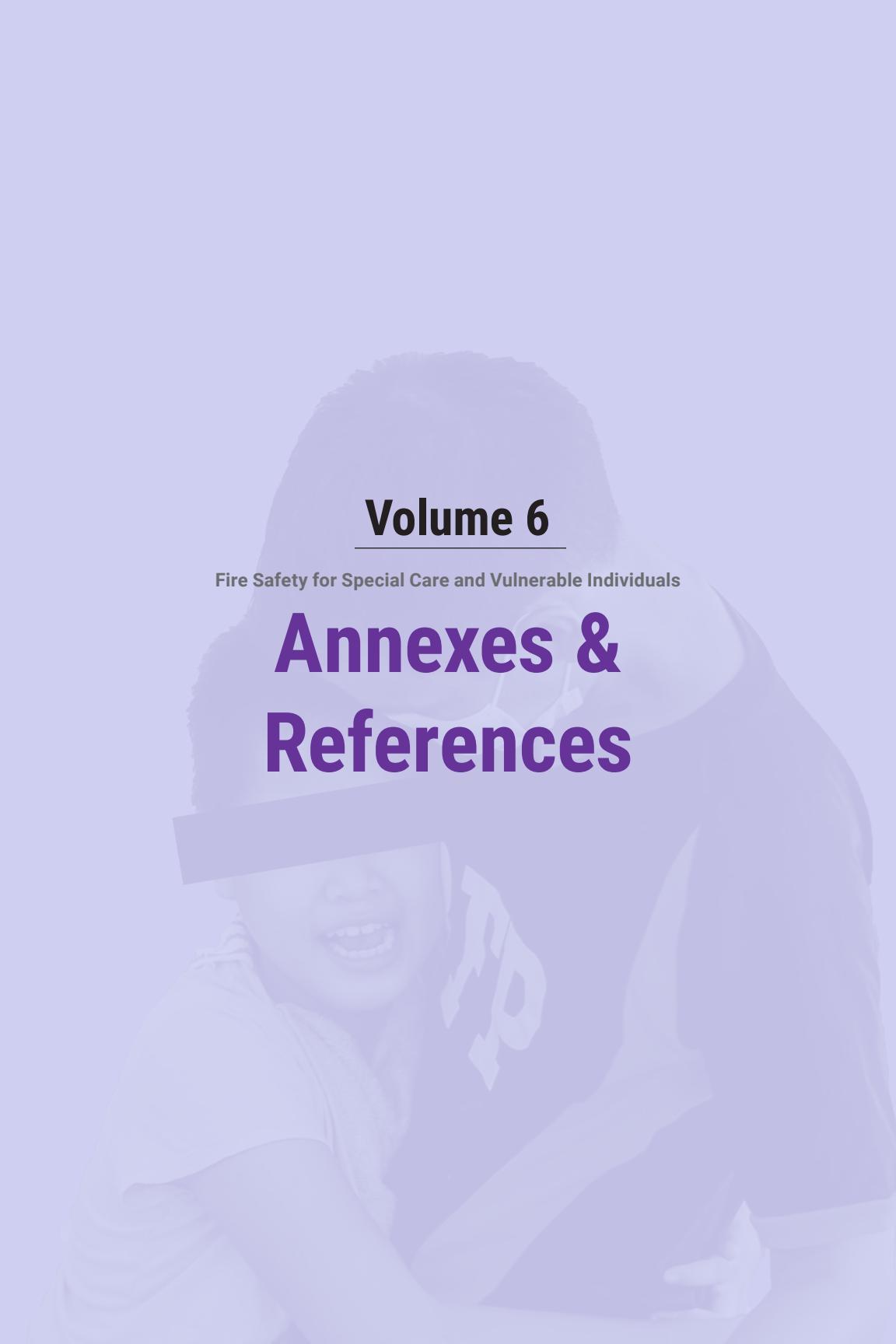
- Prepare your emergency kit, such as medicines, food, medical documents, and other pregnancy kit that will be needed during cases of emergency.
- Know other birthing clinic or hospital that is near your establishments in case of a medical emergency.
- Know the signs of pre-term labor.
- Consult your healthcare provider about the things you must do in case of a fire emergency, especially for those who have been classified as high-risk pregnancies.

During Fire Emergency Evacuation

- Ask her if she needs immediate medical attention and call the attention of emergency medical services in the area.
- If in distress, leave her when an emergency medical services personnel checks her. Offer to help her in reaching her family or support worker.

After Fire Emergency Evacuation

- For those who need assistance, support workers must immediately inform their families of their condition/ status.
- Ask for help if you have injuries.
- Ask for help if someone is experiencing stress or panic, especially pregnant women.
- Learn from experience. If you have an additional plan for better evacuation, add it to your escape plan.
- Practice the evacuation plan all over again.



Volume 6

Fire Safety for Special Care and Vulnerable Individuals

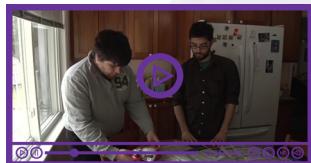
Annexes & References

Annexes A: Educational Videos About SCIs and VGs Fire Safety and Sensitivity



Train the Trainer, Fire Safety for Students with Disabilities

https://drive.google.com/file/d/14M_EVv7ycIHGlkqGgs_6zielfa9IHVVu/view?usp=drive_link



Fire Safety for Students with Learning Disabilities

https://drive.google.com/file/d/1ZSy7Kc9Iz-JOEo9chLyQwc9w8Z1cbA_Z/view?usp=drive_link



Fire Safety for Students with Hearing Disabilities

https://drive.google.com/file/d/10h26lGcCyhSLa217_GGXz1nZtv3hfKJx/view?usp=drive_link



Fire Safety for Students with Mobility Disabilities

https://drive.google.com/file/d/1hoSF4pBGw0ZH5q4ab_XmSqGojBVE6eph/view?usp=drive_link





Fire Safety for Students with Vision Impairment

https://drive.google.com/file/d/1hoSF4pBGw0ZH5q4ab_XmSqGojBVE6eph/view?usp=drive_link



Building Evacuation, California Community College

<https://www.3cmEDIAsolutions.org/>



Stryker Evacuation Chair Training Video

<https://www.youtube.com/watch?v=twWnGUe-4ns>



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