



STANDARD KEMAHIRAN PEKERJAAN KEBANGSAAN  
(NATIONAL OCCUPATIONAL SKILLS STANDARD)

**CHILDREN WITH SPECIAL NEEDS CARE & EDUCATION PRACTICE**  
**LEVEL 3**  
**CC-015-3:2014**



JABATAN PEMBANGUNAN KEMAHIRAN  
KEMENTERIAN SUMBER MANUSIA



JABATAN KEBAJIKAN MASYARAKAT  
KEMENTERIAN PEMBANGUNAN WANITA  
KELUARGA DAN MASYARAKAT

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**STANDARD PRACTICE  
(SP)**

## STANDARD PRACTICE

### NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR; CHILDREN WITH SPECIAL NEEDS CARE & EDUCATION PRACTICE LEVEL 3

#### 1. INTRODUCTION

Care and Community Service is a growing service sector, spurred by groups of professionals and skilled workers providing care, protection and rehabilitation to various target groups. According to the Department of Social Welfare Malaysia the sub-sectors within Care and Community Services include Children, People with Disabilities, Elderly, Destitute Persons, Victims of National Disaster, Welfare-related Non-governmental Organizations and Family.

While the Department of Social Welfare plays an active role in providing care and community services, private and voluntary organizations have also complemented Government efforts.

Children services is one of the main sub-sectors and is defined as the provision of care, protection and rehabilitation to people below the age of 18 years (Child Act 2001). There are two categories of target groups, i.e. ages 0-4 and ages 4-18

Care services for the first group (0-4) are mostly provided in Childcare Centres (also known as TASKA) and for the second group (4-18) are provided mostly in Children Care Centre (also known as Pusat Jagaan Kanak-kanak). Both categories of Centres are licensed by the Department of Social Welfare. The NOSS for caregiver personnel in Childcare Centres and Children Care Centres have already been developed.

Within both age groups, there are *Children with Special Needs*. These are children classified as *People with Disabilities (PWDs)*. Whilst there are seven categories of *PWDs*, one of the largest group is *Children with Learning Disabilities (LD)*.

Learning disabilities are defined as disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. These include individuals with Global Developmental Delay, Autism, Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia, and Down syndrome.

#### 1.1 Occupational Overview

Apart from the few specialised Childcare Centre and Children Care Centres that cater for *Children with Special Needs*, there are many mainstream Childcare and Children Care Centres that accept *Children with Special Needs*. For these mainstream and specialised Centres, there is a critical need for Caregivers to have specialised skills to care, develop and rehabilitate *Children with Special*

*Needs*. This is more so with the policy of inclusion where *Children with Special Needs* are mixed with non-disabled children.

Caregivers for *Children with Special Needs* is a specialised profession. They care and assist in the development of *Children with Special Needs* by providing individualized care plans (ICP) for their development and rehabilitation. Apart from that, they are also responsible to provide routine care such as meals, bathing, sleep and rest. They ensure the children's safety and security; and monitor behaviors and self-help skills.

They may work in, day care and community-based care centres. They also communicate with parents, staff and the community in providing services to *Children with Special Needs*.

## **1.2 Justification and Rationale of NOSS development**

In 2013, there are more than 711 registered Children Care Centres and 2910 registered Childcare Centres under the Department of Social Welfare. According to statistics from the Ministry of Education, in 2012, there are more than 47,000 students with learning disabilities in Malaysian schools. There is no available statistics indicating the overall number of children with learning disabilities in Malaysia, it can be presumed that the number is significant to warrant the training of specialised Caregivers for *Children with Special Needs* especially in Learning Disabilities.

According to the Care and Community Services Occupational Analysis (OA) findings by the Department of Skills Development and Department of Social Welfare, one of the most critical and much needed job areas under the sub-sector of Children Services is *Children with Special Needs* Care and Education.

## **1.3 Authority and Regulatory/Statutory Body Related to Children Service Sub-sector**

### Department of Social Welfare

The Department of Social Welfare (DSW) under the Ministry of Women, Family and Community Development is the authority and regulatory body to license Childcare Centres and Children Care Centres in Malaysia.

There are Children Care Centres which cater for *Children for Special Needs* which are directly under authority of DSW such as:-

- Taman Sinar Harapan
- Pemulihan Dalam Komuniti (PDK)
- Rumah Kanak-kanak
- Rumah Tunas Harapan
- Taska OKU

There are also private centres that cater for children for special needs which are licensed under DSW such as:-

- Persatuan Dyslexia Malaysia
- Kiwanis Down Syndrome Foundation (KDSF)
- Tasputra Perkim
- National Autism Society of Malaysia (NASOM)

The Malaysian laws and regulations for the care, protection, development and rehabilitation of *Children with Special Needs* are as follows:-

#### Acts

- Akta Kerajaan Tempatan 1976 [Akta 171]
- Akta Makanan 1983 [Akta 281]
- Akta Taman Asuhan Kanak-Kanak 1984 [Akta 308]
- Akta Pencegahan dan Pengawalan Penyakit Berjangkit 1988 [Akta 342]
- Akta Pelajaran 1996 [P.U.(A)414/72]
- Akta Pendidikan 1996 [Akta 550]
- Akta Pusat Jagaan 1993
- Akta Kanak-kanak 2001
- Akta Orang Kurang Upaya (OKU) 2008

#### Regulations

- Kanun Tanah Negara 1965 [Akta 56]
- Akta Taman Asuhan Kanak-kanak 1984 - Peraturan-peraturan Taman
- Peraturan-Peraturan Makanan 1985
- Peraturan-Peraturan Taman Asuhan Kanak-Kanak (Di Institusi) 1985
- Peraturan-Peraturan Pendidikan 1997 & 1998
- Akta Kanak-kanak 2001-Peraturan-peraturan Kanak-kanak (Tempat Selamat) 2007
- Asuhan Kanak-kanak Komuniti 2007
- Garis Panduan Pengendalian Kanak-kanak di sekolah dan Taska 2007
- Peraturan-Peraturan Kebersihan Makanan 2009
- Jabatan Kebajikan Masyarakat (2010), Garis Panduan TASKA Komuniti
- Garis Panduan Pemeriksaan Pemantauan Taska 2012

### **1.4 Training Programme Pre-requisite**

The minimum requirements for those interested to enrol in this course are as follows:-

- Malaysian citizen
- Able to read and write
- Free from Criminal Records
- Mentally fit

## 2 OCCUPATIONAL STRUCTURE

The *Children with Special Needs* Care personnel (Level 3) are usually called the *Children with Special Needs* Care and Education Senior Caregiver or *Children with Special Needs* Care and Education Caregiver and falls under the *Children with Special Needs* job area.

The panel of experts concluded that this job area is at Level 3 as the job involves performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine.

There is considerable responsibility and autonomy, and control or guidance of others that is often required.

### 2.1 Children Services Occupational Structure (OS)

Within the Children Services sub-sector, there are three (3) job areas, namely Early Childhood Care and Education, *Children with Special Needs* and Children Care Centre.

This sub-sector creates many job titles ranging from Level 3 to Level 5 to serve the three (3) job areas. Figure 1 shows the job-titles that are available in the Children Services sub-sector. The job title for this NOSS is highlighted

### 2.2 Children Services Occupational Area Structure (OAS)

The Occupational Area Structure for the Children Services sub-sector is shown in Figure 2 – which shows that some job areas require the same competency to perform different job functions. Figure 2 shows the Occupational Area Structure for the *Children with Special Needs* Care and Education Practice personnel (Level 2 and Level 3)



SECTOR	CARE AND COMMUNITY SERVICES		
SUB SECTOR	CHILDREN SERVICES		
JOB AREA	EARLY CHLDHOOD CARE AND EDUCATION	CHILDREN WITH SPECIAL NEEDS	CHILDREN CARE CENTRE
LEVEL 5	Early Childhood Care And Education Manager		Children Caregiver Manager
LEVEL 4	Early Childhood Care And Education Supervisor	Children with Special Needs Care And Education Supervisor	Children Caregiver Supervisor
LEVEL 3	Early Childhood Care And Education Senior Provider	Children with Special Needs Care And Education Senior Caregiver	Children Senior Caregiver Provider/Child Carer
LEVEL 2	Early Childhood Care And Education Provider	Children with Special Needs Care And Education Caregiver	Children Caregiver Provider/Child Carer
LEVEL 1	No Level		

Figure 1: The Occupational Structure for *Children with Special Needs* (Level 2 and Level 3) Personnel

SECTOR	CARE AND COMMUNITY SERVICES		
SUB SECTOR	CHILDREN SERVICES		
JOB AREA	EARLY CHLDHOOD CARE AND EDUCATION	CHILDREN WITH SPECIAL NEEDS	CHILDREN CARE CENTRE
LEVEL 5	Early Childhood Care And Education Management		Children Caregiver Management
LEVEL 4	Early Childhood Care And Education Administration	Children with Special Needs Care And Education Administration	Early Childhood Care And Education Administration
LEVEL 3	Early Childhood Care And Education Practice	Children with Special Needs Care And Education Practice	Early Childhood Care And Education Practice
LEVEL 2			
LEVEL 1	No Level		

Figure 2: The Occupational Area Structure for *Children with Special Needs* (Level 3) Personnel

### 3 DEFINITION OF COMPETENCY LEVEL

The NOSS is developed for various occupational areas. Candidates for certification must be assessed and trained at certain levels to substantiate competencies. Below is a guideline of each NOSS Level as defined by the Department of Skills Development (DSD), Ministry of Human Resources, Malaysia.

- |   |   |  |
|---|---|--|
| Sijil Kemahiran Malaysia (SKM) Tahap 1<br><i>(Malaysia Skills Certificate Level 1)</i>                  | : | Competent in performing a range of varied work activities, most of which are routine and predictable.  |
| Sijil Kemahiran Malaysia (SKM) Tahap 2<br><i>(Malaysia Skills Certificate Level 2)</i>                  | : | Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and required individual responsibility and autonomy.   |
| Sijil Kemahiran Malaysia (SKM) Tahap 3<br><i>(Malaysia Skills Certificate Level 3)</i>                  | : | Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.   |
| Diploma Kemahiran Malaysia Tahap 4<br><i>(Malaysia Skills Diploma Level 4)</i>                          | : | Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present.  |
| Diploma Lanjutan Kemahiran Malaysia (DLKM) Tahap 5<br><i>(Malaysia Skills Advanced Diploma Level 5)</i> | : | Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources features strongly, as do personal accountabilities for analysis, diagnosis, planning, execution and evaluation. |

#### **4 MALAYSIAN SKILLS CERTIFICATION**

Candidates after being assessed and verified and fulfilled the Malaysian Skills Certification requirements shall be awarded with Sijil Kemahiran Malaysia in *Children with Special Needs* Care and Education Practice (Level 3)

#### **5 JOB COMPETENCIES**

*Children with Special Needs* Care and Education Practice (Level 3) personnel are competent in performing the following core competencies:-

- Children Safety And Health Practices
- *Children with Special Needs* Routine Handling
- Children Motor Skills Developmental Activity
- Children Cognitive Skills Developmental Activity
- Children Social Skills Developmental Activity
- Children Self Help Skills Developmental Activity
- *Children with Special Needs* Educational Rehabilitation Activity
- *Children with Special Needs* Vocational Rehabilitation Activity
- *Children with Special Needs* Medical Rehabilitation Activity
- *Children with Special Needs* Social Behaviour Rehabilitation Activity
- *Children with Special Needs* Advice And Guidance
- *Gifted Child* Observation and Assessment

#### **6 WORKING CONDITIONS**

*Children with Special Needs* Care (Level 3) personnel may work in various settings such as day-care centres and community-based centres.

Their work hours may vary. Their work involve in-door and out-activities and at times there is a need for them to travel to clients' homes or other organisations to participate in other activities.

They should be alert, observant and active; and be able to take initiative and to response according to the needs and conditions of each child. They should be able to relate to *Children with Special Needs* as well as to their parents. Therefore, they need to be patient, understanding and flexible.

Their working environment is usually physically demanding where they may often have to lift children and equipment.

## 7 EMPLOYMENT PROSPECTS

With the growing number of children with special needs being accepted in Childcare Centre and Children Care Centre in Malaysia, there is a huge demand for personnel with skills and knowledge to care, develop and rehabilitate *Children with special needs*.

The future of this profession is good and provides a rewarding career path, which offers opportunities in related industries in Malaysia and abroad.

Other related occupations with respect to employment opportunities are listed below:-

- *Children with Special Needs* Teacher
- *Children with Special Needs* Teacher's Aide
- *Children with Special Needs* Rehabilitation Trainer
- *Children with Special Needs* Care Provider
- Early Childhood Care and Education Provider
- Children Day Caregiver
- *Children with Special Needs* /Learning Disability Programme Developer
- *Children with Special Needs* /Learning Disability Programme Coordinator

## 8 TRAINING, INDUSTRIAL/PROFESSIONAL RECOGNITION, OTHER QUALIFICATIONS AND ADVANCEMENT

### 8.1 Training:

Specialised training for each type of learning disability is available in public and private institutions with on-the-job-trainings at Child and Children Care Centres. Those with working experience in the area of *Children with Special Needs* may be certified through Accreditation of Prior Achievements

### 8.2 Industrial / Professional Recognition:-

Currently, there is no industrial or professional recognition for this profession in Malaysia.

## 9 SOURCES OF ADDITIONAL INFORMATION

- Ministry of Women, Family and Community Development  
Department of Social Welfare  
Level 6, 9-18, No 55,  
Persiaran Perdana, Presint 4,  
62100 Putrajaya  
Tel: 603-83231000  
Fax: 603-83232045  
Website: [www.jkm.gov.my](http://www.jkm.gov.my)

- Ministry of Housing & Local Government  
Fire and rescue Department of Malaysia  
Lebuh wawasan, Precint 7, 62250 Putrajaya  
Tel : 603-88880036/37/38/40  
Fax : 603-88880025  
Email : [korporat@bomba.gov.my](mailto:korporat@bomba.gov.my)
- Ministry of Health Malaysia  
Blok E1, E6 & E10 Kompleks E,  
Pusat Pentadbiran Kerajaan Persekutuan,  
62590 Putrajaya  
Tel : 603-8883 3888  
Fax : 603-8883 4888  
Email : [kkm@moh.gov.my](mailto:kkm@moh.gov.my)
- Social Institute of Malaysia  
Lot PT-13856,  
KM 6 Lebuhraya Kuala Lumpur – Seremban,  
Sungai Besi, 57100 Kuala Lumpur  
Tel: +603-79853333  
Fax: +603-79853300  
E-mail: [info@ism.gov.my](mailto:info@ism.gov.my)  
Website: <http://www.ism.gov.my/>
- Malaysian Council for Child Welfare  
25A Jalan Kampung Pandan  
55100 Kuala Lumpur  
Tel : 03-9285 0309  
Fax : 03-9283 2400
- Malaysian Council for Rehabilitation  
Room 3, 4th Floor,  
Bangunan Sultan Salahuddin Abdul Aziz Shah  
16, Lorong Utara (A),  
46200 Petaling Jaya, Selangor.  
Tel : 03-79553510  
Fax : 03-79553514

## 10 ACKNOWLEDGEMENT

The Director General of Department of Skills Development and the Director General of Social Welfare would like to extend their gratitude to the organisations and individuals who have been involved in developing this standard.

11. NOSS DEVELOPMENT COMMITTEE

**CHILDREN WITH SPECIAL NEEDS CARE & EDUCATION PRACTICE  
LEVEL 3**

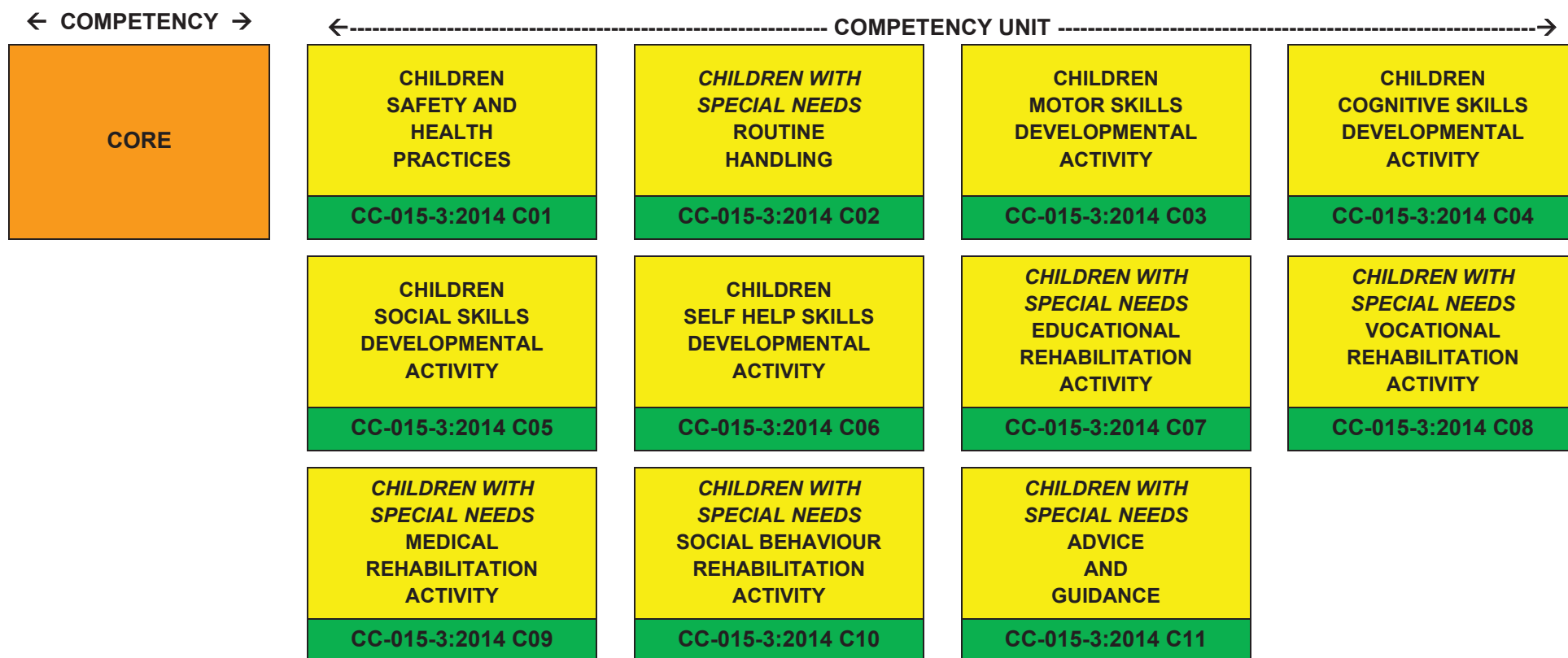
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1	Dato' Shamsiah binti Abd Rahman	Vice President Malaysian Association of Social Workers, Petaling Jaya, Selangor
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3	Dr. Patmawati binti Latiff	Coordinator Persatuan Dyslexia Malaysia, Ampang Selangor
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6	Pathmanathan a/l Nalasamy	Principal Assistant Director Department for Development of PWDs Department of Social Welfare, Putrajaya
7	RoZIAH binti Osman	Senior Assistant Director Planning & Development Division Department of Social Welfare, Putrajaya
8	Siti Adibah binti Abdul Rahman	Senior Assistant Director Children Division Department of Social Welfare, Selangor
9	Noryanti binti Mahbub	Assistant Director Department for Development of PWDs Department of Social Welfare, Putrajaya
10	Mary Chen	EXCO Member Malaysian Council for Rehabilitation Petaling Jaya, Selangor
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1	Faisal Abd. Rahman	
2	Mohd Rashid Ahmad Jopri	
3	Sharifah Fariza binti Syed Omar	

# COMPETENCY PROFILE CHART (CPC)



## COMPETENCY PROFILE CHART (CPC)

SECTOR	CARE AND COMMUNITY SERVICE		
SUB SECTOR	CHILDREN SERVICES		
JOB AREA	<i>CHILDREN WITH SPECIAL NEEDS</i>		
NOSS TITLE	<i>CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE</i>		
JOB LEVEL	THREE (3)	JOB AREA CODE	CC-015-3:2014



**ELECTIVE**

***GIFTED CHILD  
OBSERVATION  
AND  
ASSESSMENT***

**CC-015-3:2014 E01**

# COMPETENCY PROFILE (CP)

## COMPETENCY PROFILE (CP)

<b>Sub Sector</b>	<b>CHILDREN SERVICES</b>
<b>Job Area</b>	<b>CHILDREN WITH SPECIAL NEEDS</b>
<b>NOSS Title</b>	<b>SPECIAL NEEDS CHILDREN CARE AND EDUCATION PRACTICE</b>
<b>Level</b>	<b>THREE (3)</b>

<b>CU Title</b>	<b>CU Code</b>	<b>CU Descriptor</b>	<b>CU Work Activities</b>	<b>Performance Criteria</b>
1. Children Safety And Health Practices	CC-015-3:2014 C01	<p>Children Safety And Health Practices describe the competency required to administer and monitor all safety and health practices within a children care centre.</p> <p>The person who is competent in this CU shall be able to determine children safety and health practice requirement, carry-out children centre safety and health practices, carry-out emergency response and report children centre safety and health practices</p>	1. Determine children safety and health practice requirement	<p>1.1 Children centre safety and health regulation and guideline interpreted according to organisation's requirements</p> <p>1.2 Status of children centre safety and health measures determined according to standard regulation and guideline</p> <p>1.3 Usability of children centre safety and health ascertained according to Standard Operating Procedure</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
		<p>The outcome of this competency is to ensure that care centre premise, children and personnel are in hygienic, safe and secured condition at all times carried out in accordance to regulatory health and safety requirements and Centre Standard Operating Procedures</p>	<p>2. Carry-out children centre safety and health practices</p>	<p>2.1 Condition of children centre safety and health needs confirmed according to daily inspection activities</p> <p>2.2 Children centre safety and health work delegated to various related party according to Standard Operating Procedure</p> <p>2.3 Children centre safety and health risk or threats distinguished based on standard guideline</p> <p>2.4 Threats or risk related to children centre safety and health are rectified according to organisation's Standard Operating Procedure</p> <p>2.5 Status of premise preventive measures confirmed according to standard guideline</p> <p>2.6 Corrective action carried out to improve the premise preventive measure according to standard guideline</p> <p>2.7 Signage rectified / improved where necessary according to standard guideline</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Carry-out emergency response	3.1 Hazards care centre Identified according centre Standard Operating Procedure, regulatory requirements and guideline 3.2 Emergency TEM Identified according to centre Standard Operating Procedure, regulatory requirements and guideline 3.3 Emergency team Identified according to centre Standard Operating Procedure, regulatory requirements and guideline 3.4 Emergency exercise arranged according to centre Standard Operating Procedure, regulatory requirements and guideline 3.5 Emergency response record updated and kept

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Report children centre safety and health practices	4.1 Report and record regarding children centre safety and health activities compiled and confirmed according to Standard Operating Procedure 4.2 Children centre safety and health activities efficiency concluded based on bench marking and work schedule 4.3 Report on children centre safety and health submitted to superior articulately for further action

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
2. <i>Children with Special Needs</i> Routine Handling	CC-015-3:2014 C02	<p><i>Children with special needs</i> routine handling describes the competency required to administer and monitor carry out all daily routine care for children within the centre</p> <p>The person who is competent in this CU shall be able to organise receiving and returning activities, organise self-care activities, organise meals activities and organise resting activities.</p> <p>The outcome of this competency is to ensure that children receive the highest quality routine care in a friendly and timely manner in accordance with regulatory requirements and Centre Standard Operating Procedures.</p>	1. Organise receiving and returning activities	<p>1.1 Pre-receiving activities conducted (including work station, equipment and materials, duty person and attendance and log / communication books) according to job requirement, centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>1.2 Receiving activities conducted (including greet children out and authorise person, check document and belonging, prepare child for physical, grievances and parent instruction information, health condition and medical prescription information) according to centre Standard Operating Procedure, regulatory requirements and guideline</p>



CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
				<p>1.3 Pre-returning activities conducted (including Children's personal belongings and Children's log / communication book compiled and updated) according to centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>1.4 Returning activities conducted (including Schedule for returning, Children's attendance book and Children readiness performed for returning according to centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>1.5 Finalise children receiving and returning report prepared according to centre Standard Operating Procedure, regulatory requirements and guideline</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			2. Organise self-care activities	2.1 Children bath time identified for bathing activities according to bathing schedule and centre Standard Operating Procedure, regulatory requirements and guideline 2.2 Children bathing material identified and arranged for bathing activities 2.3 Children bath water prepared (including checking water level for baby bath, shower conditions and water temperature) according to regulatory requirements and guideline 2.4 Bath activities conducted according to non-disabled and disabled child requirement, bath processes and centre Standard Operating Procedure 2.5 Grooming activities conducted according to non-disabled and disabled child requirement and grooming guidelines

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Organise meals activities	3.1 Children feeding schedule checked according to centre Standard Operating Procedure, regulatory requirements and guideline 3.2 Children with food allergies and special diet identified according to child's personnel record and regulatory requirements and guideline 3.3 Meal served to child according to children's requirement, feeding schedule, types of food, , centre Standard Operating Procedure, regulatory requirements and guideline 3.4 Meals activities recorded according to centre Standard Operating Procedure

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Organise sleeping & resting activities	<p>4.1 Children sleeping &amp; resting schedule checked according to centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>4.2 Tools, equipments and materials (TEM) for children sleeping &amp; resting area identified according to children's requirement, centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>4.3 Sleeping &amp; resting area prepared according to children sleeping &amp; resting schedule (including checking availability of rest area, checking conducive environment and arranging sleeping &amp; resting area) according to centre Standard Operating Procedure, regulatory requirements and guideline</p> <p>4.4 Children prepared for sleeping &amp; resting according to children's needs and guidelines</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
3. Children Motor Skills Developmental Activity	CC-015-3:2014 C03	<p>Children motor skills developmental activity describes the activities to assess guide and improve motor skills development in <i>Children with Special Needs</i></p> <p>The person who is competent in this CU shall be able to interpret child's motor skills developmental record, conduct motor skills assessment activity, carry out motor skills stimulation activity and evaluate child's motor skills developmental progress report.</p> <p>The outcome of this CU is to improve and maximise the motor skills potential of <i>Children with Special Needs</i> in accordance with child's capabilities and standard motor skills development guidelines</p>	<p>1. Interpret child's motor skills developmental record</p> <p>2. Conduct motor skills assessment activity</p>	<p>1.1 Child's developmental record accessed from relevant sources in accordance with centre Standard Operating Procedure</p> <p>1.2 Child's motor skills ability identified from developmental record in accordance with standard guidelines</p> <p>1.3 Motor skills assessment activity determined using child's developmental record analysis in accordance with standard screening methods</p> <p>2.1 Assessment method chosen in accordance with child skills</p> <p>2.2 Assessment area prepared by selecting equipment and materials in accordance with child's motor skills disability and motor skills activity</p> <p>2.3 Motor skills assessment activity conducted according to standard guidelines</p> <p>2.4 Level of motor skills ability recorded using standard recording format</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Carry out motor skills stimulation activity</p>	<p>2.5 Result of motor skills assessment activity communicated to stakeholders/guardian/parent using effective communication skills</p> <p>2.6 Motor skills stimulation activity proposed to child/guardian/parent to meet developmental needs of child</p> <p>3.1 Method for motor skills stimulation activity chosen in accordance with child's developmental needs</p> <p>3.2 Motor skills stimulation activity area prepared by selecting teaching equipment and materials in accordance with child's motor skills disability and motor skills stimulation activity</p> <p>3.3 Motor skills stimulation activity conducted periodically in accordance with standard guidelines</p> <p>3.4 Motor skills improvement recorded periodically using standard recording format</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's motor skills developmental progress report	4.1 Motor skills improvement records compiled 4.2 Progress of child checked from compiled records 4.3 Level of child's motor skills progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's developmental needs or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
4. Children Cognitive Developmental Activity	CC-015-3:2014 C04	<p>Children Cognitive Developmental activity describes the activities to assess, guide and improve cognitive development in <i>Children with Special Needs</i>.</p> <p>The person who is competent in this CU shall be able to interpret child's cognitive developmental record, conduct cognitive assessment activity, carry out cognitive stimulation activity and evaluate child's cognitive developmental progress report.</p> <p>The outcome of this CU is to improve and maximise the cognitive skills potential of <i>Children with Special Needs</i> in accordance with child's capabilities and standard cognitive skills development guidelines</p>	<p>1. Interpret child's cognitive developmental record</p> <p>2. Conduct cognitive assessment activity</p>	<p>1.1 Child's developmental record accessed from relevant sources in accordance with centre Standard Operating Procedure</p> <p>1.2 Child's cognitive ability identified from developmental record in accordance with standard guidelines</p> <p>1.3 Cognitive assessment activity determined using child's developmental record analysis in accordance with established screening methods</p> <p>2.1 Assessment method chosen in accordance with standard guideline</p> <p>2.2 Assessment area prepared by selecting equipment and materials according to child's cognitive disability and standard guideline cognitive activity</p> <p>2.3 Cognitive assessment activity conducted according to</p> <p>2.4 Level of cognitive ability recorded using standard recording format</p>



CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Carry out cognitive stimulation activity	2.5 Result of cognitive assessment activity communicated to stakeholders/guardian/parent 2.6 Cognitive stimulation activity proposed to child/guardian/parent 3.1 Method for cognitive stimulation activity chosen suitable to child's developmental needs 3.2 Cognitive stimulation activity area prepared by selecting teaching equipment and materials in accordance with child's cognitive disability and stimulation activity 3.3 Cognitive stimulation activity conducted periodically in accordance with standard guidelines 3.4 Cognitive improvement recorded periodically using standard recording format

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's cognitive developmental progress report	4.1 Cognitive improvement records compiled 4.2 Progress of child checked from compiled records 4.3 Level of child's cognitive progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's developmental needs or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
5. Children Social Skills Developmental Activity	CC-015-3:2014 C05	<p>Children social skills developmental activity describes the activities to assess, guide and improve social skills development in <i>Children With Special Needs</i>.</p> <p>The person who is competent in this CU shall be able to interpret child's social skills developmental record, conduct social skills assessment activity, carry out social skills stimulation activity and evaluate child's social skills developmental progress report.</p> <p>The outcome of this CU is to improve and maximise the social skills potential of <i>Children with Special Needs</i> in accordance with child's capabilities and standard social skills development guidelines.</p>	<ol style="list-style-type: none"> <li>1. Interpret child's social skills developmental record</li>   <li>2. Conduct social skills assessment activity</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Child's developmental record accessed from relevant sources in accordance with centre Standard Operating Procedure</li> <li>1.2 Child's social skills ability identified from developmental record in accordance with standard guidelines</li> <li>1.3 Social skills assessment activity determined using child's developmental record analysis in accordance with standard screening methods</li>   <li>2.1 Assessment method chosen in accordance with standard guidelines</li> <li>2.2 Assessment area prepared by selecting equipment and materials in accordance with child's social skills disability and social skills activity</li> <li>2.3 Social skills assessment activity conducted according to standard guideline</li> <li>2.4 Level of social skills ability recorded using standard recording format</li> </ol>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Carry out social skills stimulation activity</p>	<p>2.5 Result of social skills assessment activity communicated to stakeholders/guardian/parent using effective communication skills</p> <p>2.6 Social skills stimulation activity proposed to child/guardian/parent to meet developmental needs of child</p> <p>3.1 Method for social skills stimulation activity chosen suitable to child's developmental needs</p> <p>3.2 Social skills stimulation activity area prepared by selecting teaching equipment and materials in accordance with child's social skills disability and social skills stimulation activity</p> <p>3.3 Social skills stimulation activity conducted periodically in accordance with standard guideline</p> <p>3.4 Social skills improvement recorded periodically using standard recording format</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's social skills developmental progress report	4.1 Social skills improvement records compiled 4.2 Progress of child checked from compiled records 4.3 Level of child's social skills progress concluded in accordance with standard guideline 4.4 Next program or activity proposed to supervisor to meet child's developmental needs or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
6. Children Self-help Skills Developmental Activity	CC-015-3:2014 C06	<p>Children self-help skills developmental activity describes the activities to assess, guide and improve self-help skills development in <i>Children With Special Needs</i>.</p> <p>The person who is competent in this CU shall be able to interpret child's self-help skills developmental record, conduct self-help skills assessment activity, carry out self-help skills stimulation activity and evaluate child's self-help skills developmental progress report.</p> <p>The outcome of this CU is to improve and maximise the self-help skills potential of <i>Children with Special Needs</i> in accordance with child's capabilities and standard self-help skills development guidelines.</p>	<p>1. Interpret child's self-help skills developmental record</p> <p>2. Conduct self-help skills assessment activity</p>	<p>1.1 Child's developmental record accessed from relevant sources in accordance with centre Standard Operating Procedure</p> <p>1.2 Child's self-help skills ability identified from developmental record in accordance with standard guidelines</p> <p>1.3 Self-help skills assessment activity determined using child's developmental record analysis in accordance with standard screening methods</p> <p>2.1 Assessment method chosen in accordance with standard guidelines</p> <p>2.2 Assessment area prepared by selecting equipment and materials in accordance with child's self-help skills disability and self-help skills activity</p> <p>2.3 Self-help skills assessment activity conducted according to standard guidelines</p> <p>2.4 Level of self-help skills ability recorded using standard recording format</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Carry out Self-help Skills stimulation activity</p>	<p>2.5 Result of self-help skills assessment activity communicated to stakeholders/guardian/parent using effective communication skills</p> <p>2.6 Self-help skills stimulation activity proposed to child/guardian/parent to meet developmental needs of child</p> <p>3.1 Method for self-help skills stimulation activity chosen suitable to child's developmental needs</p> <p>3.2 Self-help skills stimulation activity area prepared by selecting teaching equipment and materials in accordance with child's self-help skills disability and self-help skills stimulation activity</p> <p>3.3 Self-help skills stimulation activity conducted periodically in accordance with standard guidelines</p> <p>3.4 Self-help skills improvement recorded periodically using standard recording format</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's self-help skills developmental progress report	4.1 Self-help skills improvement records compiled 4.2 Progress of child checked from compiled records 4.3 Level of child's self-help skills progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's developmental needs or to address non achievement/non participation



CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
7. <i>Children with Special Needs</i> Educational Rehabilitation Activity	CC-015-3:2014 C07	<p><i>Children with special needs</i> educational rehabilitation activity describes the competency of planning and implementation of education specific interventions. This is part of a comprehensive rehabilitation service provided for disabled individuals to reduce some of the consequences of the impairment, by facilitating participation of the children with special needs in the education domain (e.g. to improve mathematical, reading and writing skills).</p> <p>The person who is competent in this CU shall be able to interpret post assessment findings, develop educational rehabilitation Individual Care Plan (ICP), carry out educational rehabilitation Individual Care Plan (ICP) activity and evaluate child's progress report.</p> <p>The outcome of this CU is to support education empowerment for the <i>Children With Special Needs</i> to improve their quality of life.</p>	<ol style="list-style-type: none"> <li>1. Interpret post assessment findings</li>   <li>2. Develop educational rehabilitation Individual Care Plan (ICP)</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Child's developmental activity reports accessed in accordance with centre standard operating procedures</li> <li>1.2 Child's skills compared to normal developmental charts in accordance with standard guidelines</li> <li>1.3 Child checked for functional ability skills</li> <li>1.4 Level child's skill confirmed with child/guardian/parent</li>   <li>2.1 Type of educational ICP to improve mathematical, reading and writing skills determined in accordance with post assessment findings</li> <li>2.2 Objective of educational ICP determined in accordance with type educational of ICP</li> <li>2.3 Duration of educational ICP determined in accordance with objective of ICP</li> <li>2.4 Educational ICP activity prepared in accordance with objective of ICP and standard guidelines</li> </ol>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3 Carry out educational rehabilitation Individual Care Plan (ICP) activity	2.5 Planned educational ICP and ICP activity verified with supervisor  3.1 Educational ICP activity protocol determined in accordance with standard guidelines to confirm with child/guardian/parent 3.2 Educational ICP activity materials prepared in accordance with approved ICP plan 3.3 Child ushered to educational ICP activity area using effective communication skills 3.4 Rapport developed with child using effective communication skills 3.5 Interaction with child performed in accordance with approved ICP activity 3.6 Child's performance and response/skills observed in accordance with standard guidelines 3.7 Child's progress recorded in using standard guidelines and recording format

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4 Evaluate child's progress report	3.8 Child's ICP progress report prepared and submitted 4.1 Child's periodic educational ICP progress reports compiled 4.2 Child checked for progress in educational ICP activity 4.3 Level of child's progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's rehabilitation progress or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
8. <i>Children with Special Needs Vocational Rehabilitation Activity</i>	CC-015-3:2014 C08	<p><i>Children With Special Needs</i> vocational rehabilitation activity describes the planning and implementation of vocational specific interventions. This is part of a comprehensive rehabilitation service provided for disabled individuals to reduce some of the consequences of the impairment, by facilitating participation of the disabled child in the livelihood domain (e.g. to enable for employment).</p> <p>The person who is competent in this CU shall be able to interpret post assessment findings, develop vocational rehabilitation Individual Care Plan (ICP), carry out vocational rehabilitation Individual Care Plan (ICP) activity and evaluate child's progress report.</p> <p>The outcome of this CU is to support livelihood empowerment for the <i>Children with special needs</i> to improve their quality of life.</p>	<ol style="list-style-type: none"> <li>1. Interpret post assessment findings</li>   <li>2. Develop vocational rehabilitation Individual Care Plan (ICP)</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Child's developmental activity reports accessed in accordance with centre standard operating procedures</li> <li>1.2 Child's skills compared to normal developmental charts in accordance with standard guidelines</li> <li>1.3 Child checked for functional ability skills</li> <li>1.4 Level of child's skill confirmed with child/guardian/parent</li>   <li>2.1 Type of vocational ICP to enable for employment determined in accordance with post assessment findings</li> <li>2.2 Objective of vocational ICP determined in accordance with type vocational of ICP</li> <li>2.3 Duration of vocational ICP determined in accordance with objective of ICP</li> <li>2.4 Vocational ICP activity prepared in accordance with objective of ICP and standard guidelines</li> </ol>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Carry out vocational rehabilitation Individual Care Plan (ICP) activity	2.5 Planned vocational ICP and ICP activity verified with supervisor  3.1 Vocational ICP activity protocol determined in accordance with standard guidelines to confirm with child/guardian/parent 3.1 Vocational ICP activity materials prepared in accordance with approved ICP plan 3.2 Child ushered to vocational ICP activity area using effective communication skills 3.3 Rapport developed with child using effective communication skills 3.4 Interaction with child performed in accordance with approved ICP activity 3.5 Child's performance and response/skills observed in accordance with standard guidelines 3.6 Child's progress recorded in accordance with standard guidelines and recording format

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4 Evaluate child's progress report	3.7 Child's ICP progress report prepared and submitted  4.1 Child's periodic vocational ICP progress reports compiled in accordance with centre standard operating procedures 4.2 Child checked for progress in vocational ICP activity 4.3 Level of child's progress concluded in accordance with standard guideline 4.4 Next program or activity proposed to supervisor to meet child's rehabilitation progress or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
<p>9. <i>Children with Special Needs</i> Medical Rehabilitation Activity</p>	<p>CC-015-3:2014 C09</p>	<p><i>Children With Special Needs</i> medical rehabilitation activity describes the planning and implementation of medical specific interventions. This is part of a comprehensive rehabilitation service provided for disabled individuals to enhance and restore functional ability and quality of life to those with physical impairments or disabilities.</p> <p>The person who is competent in this CU shall be able to interpret post assessment findings, develop medical rehabilitation Individual Care Plan (ICP), execute medical rehabilitation Individual Care Plan (ICP) activity and evaluate child's progress report.</p> <p>The outcome of this CU is to improve functional skills and communication skills for the <i>Children with special needs</i> to improve their quality of life.</p>	<p>1. Interpret post assessment findings</p> <p>2. Develop medical rehabilitation Individual Care Plan (ICP)</p>	<p>1.1 Child's developmental activity reports accessed in accordance with centre standard operating procedures</p> <p>1.2 Child's skills compared to normal developmental charts in accordance with standard guidelines</p> <p>1.3 Child checked for functional ability skills</p> <p>1.4 Level of child's skill confirmed with child/guardian/parent</p> <p>2.1 Type of medical ICP to improve functional skills and communication skills determined in accordance with post assessment findings</p> <p>2.2 Objective of medical ICP determined in accordance with type of medical ICP</p> <p>2.3 Duration of medical ICP determined in accordance with objective of ICP</p> <p>2.4 Medical ICP activity prepared in accordance with objective of ICP and standard guidelines</p> <p>2.5 Planned medical ICP and ICP activity verified with supervisor</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Carry out medical rehabilitation Individual Care Plan (ICP) activity	3.1 Medical ICP activity protocol determined in accordance with standard guideline to confirm with child/guardian/parent 3.2 Medical ICP activity materials prepared in accordance with approved ICP plan 3.3 Child ushered to medical ICP activity area using effective communication skills 3.4 Rapport developed with child using effective communication skills 3.5 Interaction with child performed in accordance with approved ICP activity 3.6 Child's performance and response/skills observed in accordance with standard guidelines 3.7 Child's progress recorded in accordance with standard guideline and recording format 3.8 Child's ICP progress report prepared and submitted



CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's progress report	4.1 Child's periodic medical ICP progress reports compiled in accordance with centre standard operating procedures 4.2 Child checked for progress in medical ICP activity 4.3 Level of child's progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's rehabilitation progress or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
10. <i>Children with Special Needs</i> Social Behaviour Rehabilitation Activity	CC-015-3:2014 C10	<p><i>Children With Special Needs</i> social behaviour rehabilitation activity describes the planning and implementation of social behaviour specific interventions. This is part of a comprehensive rehabilitation service provided for disabled individuals to reduce some of the consequences of the impairment, by facilitating participation of the disabled child in the social domain.</p> <p>The person who is competent in this CU shall be able to interpret post assessment findings, develop social behaviour rehabilitation Individual Care Plan (ICP), carry out social behaviour rehabilitation Individual Care Plan (ICP) activity and evaluate child's progress report.</p> <p>The outcome of this CU is to support social empowerment for the <i>Children with special needs</i> to improve their quality of life.</p>	<ol style="list-style-type: none"> <li>1. Interpret post assessment findings</li> <li>2. Develop social behaviour rehabilitation Individual Care Plan (ICP)</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Child's developmental activity reports accessed</li> <li>1.2 Child's skills compared to normal developmental charts in accordance with standard guideline</li> <li>1.3 Child checked for functional social skills</li> <li>1.4 Level of child's skills confirmed with child/guardian/parent</li> <li>2.1 Type of social behaviour ICP to improve social behaviour in community determined in accordance with post assessment findings</li> <li>2.2 Objective of social behaviour ICP determined in accordance with type of social behaviour ICP</li> <li>2.3 Duration of social behaviour ICP determined in accordance with objective of ICP</li> <li>2.4 Social behaviour ICP activity prepared in accordance with objective of ICP and standard guidelines</li> </ol>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Carry out social behaviour rehabilitation Individual Care Plan (ICP) activity	2.5 Planned social behaviour ICP and ICP activity verified with supervisor  3.1 Social behaviour ICP activity protocol determined in accordance with standard guideline to confirm with child/guardian/parent 3.2 Social behaviour ICP activity materials prepared in accordance with approved ICP plan 3.3 Child ushered to social behaviour ICP activity area using effective communication skills 3.4 Rapport developed with child using effective communication skills 3.5 Interaction with child performed in accordance with approved ICP activity 3.6 Child's performance and response/skills observed in accordance with standard guidelines 3.7 Child's progress recorded using checklists

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			4. Evaluate child's progress report	3.8 Child's ICP progress report prepared and submitted 4.1 Child's periodic social behaviour ICP progress reports compiled in accordance with centre Standard Operating Procedure 4.2 Child checked for progress in social behaviour ICP activity 4.3 Level of child's progress concluded in accordance with standard guidelines 4.4 Next program or activity proposed to supervisor to meet child's rehabilitation progress or to address non achievement/non participation

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
11. <i>Children with Special Needs</i> Advice And Guidance	CC-015-3:2014 C11	<p><i>Children with Special Needs</i> advice &amp; guidance activities describe the process to assess and provide advice and guidance to children's issues and misbehaviour.</p> <p>The person who is competent in this CU shall be able to assess <i>Children with Special Needs</i> behaviour, conduct <i>Children with Special Needs</i> advice and guidance, evaluate <i>Children with Special Needs</i> advice and guidance effectiveness and prepare <i>Children with Special Needs</i> advice and guidance report</p> <p>The outcome of this CU is to ensure that issues and misbehaviour of <i>Children with Special Needs</i> are effectively and promptly addressed using proper advice and guidance technique in accordance with regulatory requirements and, Standard Operating Procedures.</p>	<p>1. Assess <i>Children with Special Needs</i> behaviour</p> <p>2. Conduct <i>Children with Special Needs</i> advice and guidance</p>	<p>1.1 Types of <i>Children with Special Needs</i> good behaviour and miss-behaviour issues identified according to children behaviour development</p> <p>1.2 <i>Children with Special Needs</i> behaviour report compiled according to its issues</p> <p>1.3 Issues analysed and recommended for action according to children misbehaviour checklist and advice from superior</p> <p>1.4 Findings on behaviour assessment documented in accordance with centre Standard operating Procedure</p> <p>2.1 Children advice and guidance objectives identified according to specific issues</p> <p>2.2 Meeting with children and parents arranged according to recommendation by superior</p> <p>2.3 <i>Children with Special Needs</i> advice and guidance technique selected according to guidelines</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3 Evaluate <i>Children with Special Needs</i> advice and guidance effectiveness</p>	<p>2.4 Children guidance, method, procedures and techniques applied according to specific issue</p> <p>2.5 Children advice and guidance progress recorded in accordance with centre Standard operating Procedure</p> <p>3.1 <i>Children with Special Needs</i> advice and guidance progress checked from records</p> <p>3.2 Outcome of <i>Children with Special Needs</i> advice and guidance activity analysed from records</p> <p>3.3 <i>Children with Special Needs</i> self-reflection program on behaviour advised and children guided through program using effective techniques</p> <p>3.4 Ineffective children advice and guidance technique revised according to the children behaviour needs</p> <p>3.5 Ineffective children advice and guidance cases referred to supervisor</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>4 Prepare <i>Children with Special Needs</i> advice and guidance report</p>	<p>3.6 <i>Children with Special Needs</i> advice and guidance record updated in accordance with centre Standard operating Procedure</p> <p>4.1 Supporting document for <i>Children with Special Needs</i> advice and guidance report compiled</p> <p>4.2 <i>Children with Special Needs</i> advice and guidance report prepared in accordance with centre Standard operating Procedure</p> <p>4.3 <i>Children with Special Needs</i> advice report submitted to supervisor</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
12. <i>Gifted Child</i> Observation and Assessment	CC-015-3:2014 E01	<p><i>Gifted child</i> observation and assessment describes the process to identify and observe gifted children, and to carry out specific developmental activities for gifted children.</p> <p>The person who is competent in this CU shall be able to carry out child observation, prepare enhancement activity, carry out enhancement activity and evaluate enhancement activity.</p> <p>The outcome of this CU is to entertain the developmental needs of gifted children whom are placed in mainstream child care centres in accordance with standard guidelines.</p>	<p>1. Carry out child observation</p> <p>2. Prepare enhancement activity</p>	<p>1.1 Gifted child domain characteristic interpreted in accordance with child development theories and type of developmental domains</p> <p>1.2 Observation activity performed according to standard guidelines</p> <p>1.3 Report to produced and submitted to superior in accordance with centre Standard Operating Procedure</p> <p>2.1 Gifted child enhancement activities schedule identified based on child's developmental details</p> <p>2.2 Gifted child enhancement activities selected in accordance with standard teaching practice and approach</p> <p>2.3 Gifted child enhancement activities resources organised in accordance with selected types of enhancement activities</p>



CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Carry out enhancement activity</p> <p>4. Evaluate enhancement activity</p>	<p>3.1 Gifted child enhancement activities conducted according to standard guidelines</p> <p>3.2 Gifted child enhancement activities observed according to type of responses given for each type of activity</p> <p>3.3 Results of enhancement activity recorded according to standard guidelines and centre Standard Operating Procedure (SOP)</p> <p>4.1 Enhancement of domain characteristic records compiled according to standard guidelines and centre SOP</p> <p>4.2 Progress of domain characteristic enhancement concluded based on standard guidelines</p> <p>4.3 Gifted child enhancement activities report produced in accordance with standard guidelines and format</p> <p>4.4 Next enhancement activity to proposed to supervisor in accordance with standard format and guidelines</p>

# **CURRICULUM OF COMPETENCY UNIT (CoCU)**

## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN SAFETY AND HEALTH PRACTICE						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to ensure that care centre premise, children and personnel are in hygienic, safe and secured condition at all times carried out in accordance to regulatory health and safety requirements and Centre Standard Operating Procedures. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Determine children safety and health practice requirement</li> <li>• Carry-out safety and health practices</li> <li>• Carry-out emergency response</li> <li>• Report safety and health practices</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C01	<b>Level</b>	Three (3)	<b>Training Duration</b>	100 Hours	<b>Credit Hours</b>	10
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Determine children safety and health practice requirement	i. Types of children care centre safety and health regulatory body including:- <ul style="list-style-type: none"> <li>• Public Health Department, Ministry of Health</li> <li>• Care Centre Act 1993</li> </ul>				4	Lecture Group discussion	i. Types of children care centre safety and health regulatory body listed out ii. Types of hazard in children centre specified iii. Specification of checking safety and health measures

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Occupational Safety and Health Administration (OSHA)</li> <li>• Local Authority Requirement</li> <li>• Fire and Rescue Department</li> </ul> ii. Type of hazard in care centre, such as:- <ul style="list-style-type: none"> <li>• Physical (furniture equipment, toys, lighting, building, ventilation, noise,)</li> <li>• Chemical (detergent, toner, paint)</li> <li>• Biological (pests, virus, bacteria, pets)</li> <li>• Ergonomic (manual handling, sizes)</li> </ul>					ascertained iv. Specification of checking safety and health measures listed out

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>of furniture)</p> <ul style="list-style-type: none"> <li>• Psycho social (stress, increase work load)</li> </ul> <p>iii. Specification of checking safety and health measures, such as:-</p> <ul style="list-style-type: none"> <li>• Fire fighting equipment</li> <li>• Regular fire drill</li> <li>• Safety signage (floor plan, exit signage, no entry signage, chemicals area)</li> <li>• Emergency light</li> <li>• First aid kit</li> <li>• Thermometer</li> <li>• Isolation room</li> <li>• Sick bay</li> <li>• Emergency directory number (police, hospital, fire and rescue department,</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>nearest clinic, parent's contact number, person in charge)</p> <p>iv. Details of usability and reachability safety and health tools and equipment:-</p> <ul style="list-style-type: none"> <li>• Fire extinguisher expiry date and standard</li> <li>• Evacuation drill according to Fire and Rescue Department requirement</li> <li>• Fire exit (if stairs is required follow Building by Law requirement)</li> <li>• Emergency light check regularly</li> <li>• Update emergency directory</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	number <ul style="list-style-type: none"> <li>• Safety signage should be updated and regularly check</li> <li>• Sick bay / isolation room not treated as multifunction room</li> <li>• First aid box not locked</li> </ul>					
		i. Obtain children care centre safety and health regulation and guideline ii. Check hazard in childcare centre iii. Check status of safety and health measures for children care centre iv. Ascertain usability and reachability of safety and health tools and		6	Demonstration Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		equipment for children care centre	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Meticulous when obtaining children care centre safety and health regulation and guideline</li> <li>ii. Cautions when checking hazard in childcare centre</li> </ul> <p><u>Safety:</u></p> <ul style="list-style-type: none"> <li>i. Comply to safety standards when ascertaining usability and reachability of safety and health tools and equipment for children care centre</li> </ul>			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Carry-out safety and health practices	<p>i. Details of checking condition safety and health such as :-</p> <ul style="list-style-type: none"> <li>• Routine activities</li> <li>• Outing / outdoor activities a</li> <li>• Developmental activities</li> </ul> <p>ii. Method of delegating safety and health work to various related party, such as:-</p> <ul style="list-style-type: none"> <li>• Safety and health policy</li> <li>• Standard operating procedure (SOP) in emergencies, disaster and crisis</li> </ul> <p>iii. Details of checking common danger and illness in care</p>			10	Lecture	<p>i. Details of checking condition safety and health confirmed</p> <p>ii. Method of delegating safety and health work to various related party applied</p> <p>iii. Detail of checking common danger and illness in care centre listed out</p> <p>iv. Technique of rectifying threats or risk, related to safety and health care applied</p> <p>v. Type of children care centre preventive measure applied</p> <p>vi. Procedure of performing corrective action to children care centre</p> <p>vii. Standard Format of reporting</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>centre, such as:-</p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Drowning</li> <li>• Choking</li> <li>• Burn / scald</li> <li>• Electric shock</li> <li>• Animal bite</li> </ul> <p>iv. Technique of rectifying threats or risk, related to safety and health care, such as:-</p> <ul style="list-style-type: none"> <li>• Regular training</li> <li>• Medical personnel</li> <li>• Safety personnel</li> <li>• Observation of symptoms / sign</li> </ul> <p>v. Type of children care centre preventive measure:-</p> <ul style="list-style-type: none"> <li>• Regular monitoring</li> <li>• appoint</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>external auditors</p> <ul style="list-style-type: none"> <li>• Regulatory advice</li> </ul> <p>vi. Procedure of performing corrective action to children care centre such as:-</p> <ul style="list-style-type: none"> <li>• Premise disinfection</li> <li>• Cleaning</li> <li>• Closed</li> <li>• Quarantine</li> <li>• Provide and display safety signage (floor plan, exit signage, no entry signage, chemicals area)</li> <li>• Update safety signage</li> </ul> <p>vii. Format of reporting</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Check condition of safety and health needs</li> <li>ii. Delegate safety and health work to various related party</li> <li>iii. Check children care centre common danger and illness</li> <li>iv. Rectify threats or risk related to safety and health care</li> <li>v. Check status of premise preventive measures</li> <li>vi. Perform corrective action to improve the premise preventive measure</li> <li>vii. Update safety and health record</li> </ul>		20	Role play Demonstration Stimulation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:</u> i. Compliance when confirming condition of safety and health needs ii. Resourceful when delegating safety and health work to various related party iii. Analytical when rectifying threats or risk			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry-out emergency response	i. Type of common emergencies in care centre, such as:- <ul style="list-style-type: none"> <li>• Fire</li> <li>• Drowning</li> <li>• Choking</li> <li>• Burn / scald</li> <li>• Electric shock</li> <li>• Animal bite</li> </ul> ii. Detail of checking emergency tools, equipment and material, such as:- <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Fire extinguisher</li> <li>• Safety exit</li> <li>• Alarm /siren</li> <li>• Emergency Layout Plan</li> </ul> iii. Procedure of preparing emergency team include :- <ul style="list-style-type: none"> <li>• Certified training</li> <li>• On call personnel</li> </ul>			12	Lecture	i. Type of common emergencies in care centre listed out ii. Detail of checking emergency tools, equipment and material recognised iii. Procedure to preparing emergency team followed iv. Detail of arranging emergency response exercise complied v. Standard recording format applied

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Role and responsibility</li> <li>iv. Detail of arranging emergency response exercise, such as:-               <ul style="list-style-type: none"> <li>• CPR program</li> <li>• Fire drill activities</li> <li>• First aid training</li> <li>• Medical emergencies training</li> </ul> </li> <li>v. Standard recording Format</li> </ul>					
		<ul style="list-style-type: none"> <li>i. Identify common emergencies care centre</li> <li>ii. Check emergencies tools, equipment and material</li> <li>iii. Prepare emergency team</li> <li>iv. Arrange emergency exercise</li> <li>v. Update emergency response record</li> </ul>		28	Demonstration Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Meticulous when identifying common emergency, tools, equipment and material</li> <li>ii. Compliance when arranging emergency exercise</li> </ul> <p><u>Safety:</u></p> <ul style="list-style-type: none"> <li>i. Control aggression when conducting emergency exercise</li> </ul>			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Report safety and health practices	i. Type of children safety and health record such as:- <ul style="list-style-type: none"> <li>• Individual record</li> <li>• Emergency response record</li> <li>• Safety and health record</li> <li>• Management record</li> </ul> ii. Method of preparing children safety and health activities report such as :- <ul style="list-style-type: none"> <li>• Status of safety and health</li> <li>• Status of premise preventive measure</li> <li>• Status of premise Corrective measure</li> </ul>			6	Lecture	i. Type of children safety and health record listed out ii. Method of preparing children safety and health activities report applied iii. Technique of presenting safety and health activities report applied iv. Standard procedure to submitting children and health activities report complied

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	iii. Technique of presenting safety and health activities report iv. Procedure to submitting children and health activities report include such as :- <ul style="list-style-type: none"> <li>• Regulatory requirement</li> <li>• Management requirement</li> </ul>					
		i. Compile children safety and health activities record ii. Prepare children safety and health activities report iii. Present children safety and health activities report iv. Submit children safety and health activities report		14	Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:</u> i. Meticulous when compiling and confirming record and report ii. Resourceful when concluding safety and health activities iii. Punctual when submitting report			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information 01.02 Document information, procedures or processes 01.03 Utilize basic IT applications 01.04 Analyse information 02.01 Interpret and follow manuals, instructions and SOP's 02.03 Communicate clearly 02.04 Prepare brief reports and checklists using standard forms 02.08 Prepare pictorial and graphic information 02.10 Prepare reports and instructions 03.01 Apply cultural requirements to the workplace 03.02 Demonstrate integrity and apply ethical practices 03.03 Accept responsibility for own work and work area 03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.10 Provide consultation and counselling 03.13 Develop and maintain team harmony and resolve conflicts 03.14 Facilitate and coordinate team and ideas 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility	1. Communication skills 2. Conceptual skills 3. Interpersonal skills 4. Learning skills 5. Leadership skills 6. Multitasking and prioritizing 7. Self-discipline 8. Teamwork

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Copy of Regulatory bodies policy / guidelines / act	1 : 1
2. Safety equipment ( e.g. Fire extinguisher, Alarm, Smoke detector )	1 : 5
3. Sample of Floor Plan	1 : 1
4. Sample of Management record	1 : 5
5. Sample of Hazard Sign Chart	1 : 5
6. Emergency Tools (First Aid Kit, Emergency Exit)	1 : 25
7. Stationery	1 : 1
8. IT Equipment	1 : 2
9. Projector with White Screen	1 : 25

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS ROUTINE HANDLING						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to ensure that children receive the highest quality routine care in a friendly and timely manner in accordance with regulatory requirements and Centre Standard Operating Procedures. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Organise receiving and returning activities</li> <li>• Organise self-care activities</li> <li>• Organise meals activities</li> <li>• Organise sleeping and resting activities</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C02	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
i. Organise receiving and returning activities	i. Pre-receiving activities including: <ul style="list-style-type: none"> <li>• Details of SOP, regulatory requirements and guidelines</li> <li>• Workflow of receiving</li> <li>• Arrangement of workstation (equipment, log</li> </ul>			14	Lecture Group discussion	i. Steps of pre-receiving activities performed ii. Steps of receiving activities performed iii. Steps of pre-returning performed iv. Steps of returning activities	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>books, personnel)</p> <p>ii. Steps of receiving activities including:</p> <ul style="list-style-type: none"> <li>• Meet and greet procedure</li> <li>• Update children attendance book</li> <li>• Method of checking personal belonging</li> <li>• Child physical check</li> <li>• Grievances and parent instruction information</li> <li>• Health condition and medical prescription information</li> </ul> <p>iii. Steps of pre-returning including:</p> <ul style="list-style-type: none"> <li>• Content of SOP for returning child,</li> </ul>					<p>performed</p> <p>v. Observations during receiving and returning activities compiled in report</p>



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>regulatory requirements &amp; guidelines</p> <ul style="list-style-type: none"> <li>• Workflow of returning</li> <li>• Organising children's personal belonging</li> <li>• Log book</li> </ul> <p>iv. Steps of returning activities such as:</p> <ul style="list-style-type: none"> <li>• Schedule of returning</li> <li>• Preparing child for returning (physical condition: bath, clean groom)</li> <li>• Update Children's attendance book</li> </ul> <p>v. Format of children receiving and returning report including:</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>Rationale for observation notes when they are irregularities</li> </ul>	<ol style="list-style-type: none"> <li>Conduct pre-receiving activities</li> <li>Conduct receiving activities</li> <li>Conduct pre-returning activities</li> <li>Conduct returning activities</li> <li>Prepare finalised children receiving and returning report</li> </ol>	<p><u>Attitude</u></p> <ol style="list-style-type: none"> <li>Punctual in fulfilling duty roster slots</li> <li>Tidy in conducting pre receiving, receiving and returning activities</li> <li>Polite and friendly when attending to children and parents/guardians</li> </ol>	34	Demonstration Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iv. Honest and conform to SOP in preparing reports  <u>Safety</u> i. Comply to safety standards ii. Comply to outdoor safety			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Organise self-care activities	i. Details of child bathing schedule ii. Bathing equipment and material preparation such as: <ul style="list-style-type: none"> <li>• Quality of bathing materials</li> <li>• Type of materials and equipment</li> <li>• Arrangement of bathing materials</li> </ul> iii. Water for children bathing such as: <ul style="list-style-type: none"> <li>• Water level for baby baths</li> <li>• Condition of bath shower</li> <li>• Condition and temperature of water</li> </ul> iv. Technique of bathing including: <ul style="list-style-type: none"> <li>• Bathing for</li> </ul>			6	Lecture Case study Discussion	i. Children bathing schedule determined ii. Accurate quality, type and arrangement of children bathing materials ascertained iii. Safe levels, temperature and conditions of bathing water and shower determined iv. Correct techniques of bathing for non-disabled and disabled children carried out v. Correct techniques of grooming for non-disabled and disabled children carried out

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	non- disabled child <ul style="list-style-type: none"> <li>• Bathing for disabled child</li> </ul> v. Technique of grooming including: <ul style="list-style-type: none"> <li>• Dressing for non-disabled and disabled child</li> <li>• Grooming for non-disabled and disabled child</li> </ul>					
		i. Identify children bath time ii. Arrange children bathing materials iii. Prepare water for children bathing iv. Conduct bath activities v. Conduct grooming activities		18	Role play Demonstration Stimulation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Compliance to children bath schedule ii. Accurate in identifying and arranging bathing materials iii. Cautious in preparing and checking conditions of bath water and shower iv. Patience, show respect and compliance to guidelines when conducting bathing activities v. Show respect for the children and neat in conducting children grooming activities			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Comply to safety and security standards</li> <li>ii. Store bathing and grooming materials safely</li> <li>iii. Safe use of bathing and grooming materials</li> <li>iv. Safety of area e.g. non slippery floor</li> <li>v. Ergonomic positions and postures when handling children</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>i. Energy and water saving</li> <li>ii. Use of biodegradable and environment friendly bathing and grooming products</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Organise meals activities	i. Details of children feeding schedule ii. Details of children dietary requirements including: <ul style="list-style-type: none"> <li>• Special diet for special conditions (types of food, portion of food, child's medication)</li> <li>• Food allergies</li> </ul> iii. Serving methods including: <ul style="list-style-type: none"> <li>• Special needs (e.g. Cerebral palsy (CP), Dyspraxia, Autism - avoid risks of choking, constipation etc.)</li> <li>• Types of food (suitable utensils to facilitate</li> </ul>			6	Lecture Problem based learning Case study	i. Children feeding schedule determined ii. Details of children dietary requirements verified iii. Meals serving to suit children's condition and food type carried out iv. Details of meals activities recorded



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	feeding/eating) iv. Format of records for meals activities such as: <ul style="list-style-type: none"> <li>• Type of meals served</li> <li>• According to child intake of food</li> </ul>					
		i. Check children feeding schedule ii. Identify children with food allergies and special diet iii. Serve meal to child iv. Record meals activities	<u>Attitude</u> i. Compliance to children feeding schedule ii. Meticulous in identifying children food allergies and special diet iii. Organised, tidy and compliance to guidelines when serving meals to children iv. Patience and	18	Stimulation Demonstration Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p>diligent when dealing with children behaviour during feeding</p> <p>v. Honest, compliance and resourceful in recording meals activities</p> <p><u>Safety</u></p> <p>i. Compliance to food health and safety guidelines</p> <p>ii. Compliance to premise health and safety standards</p> <p>iii. Safe storage of materials</p> <p><u>Environment</u></p> <p>i. Energy and water saving</p> <p>ii. Compliance to domestic waste management guidelines</p>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Organise sleeping and resting activities	i. Details of sleeping and resting schedule ii. Type of activities such as: <ul style="list-style-type: none"> <li>• Sleeping</li> <li>• Listening to music</li> <li>• Watching video</li> <li>• Play (e.g. cards, colouring etc.)</li> </ul> iii. Rest area equipment and materials such as: <ul style="list-style-type: none"> <li>• For sleeping activity ( e.g. babies, toddlers)</li> <li>• For resting activities (e.g. older children with special needs)</li> </ul> iv. Preparing sleeping and resting area including: <ul style="list-style-type: none"> <li>• Conducive environment for</li> </ul>			6	Lecture Problem based learning Discussion	i. Children sleeping and resting schedule determined ii. Accurate quality and type of children sleeping and resting materials determined iii. Conducive conditions and arrangement of sleeping and resting organised iv. Technique and protocols for children sleeping and resting practiced

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	sleeping & resting <ul style="list-style-type: none"> <li>• Details of arrangement for sleeping area &amp; resting activity area</li> </ul> v. Child sleeping technique and routine vi. Protocol of resting activities					
		i. Check sleeping and resting schedule ii. Identify equipments and materials for child sleeping and rest area iii. Prepare sleeping and rest area iv. Prepare child for sleeping and resting		18	Demonstration Role play Stimulation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Compliance to children sleeping and resting schedule ii. Resourceful and meticulous when identifying equipment and materials for child sleeping and resting iii. Organised, tidy and compliance to guidelines when preparing sleeping & rest area iv. Patience, creative and compliance to guidelines when preparing child for sleeping and resting conducting bathing activities			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. Toys design and materials safe/ non- hazardous for children with special needs</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>i. Energy and water saving</li> </ul>			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.05 Utilize the Internet to locate and gather information	4. Learning skills
01.06 Utilize word processor to process information	5. Leadership skills
01.07 Utilize database applications to locate and process information	6. Multitasking and prioritizing
01.08 Utilize spreadsheets applications to locate and process information	7. Self-discipline
01.09 Utilize business graphic application to process information	8. Teamwork
02.01 Interpret and follow manuals, instructions and SOP's	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	
03.05 Demonstrate safety skills	
03.06 Respond appropriately to people and situations	
03.08 Develop and maintain a cooperation within work group	
03.13 Develop and maintain team harmony and resolve conflicts	
03.14 Facilitate and coordinate teams and ideas	
03.15 Liaise to achieve identified outcomes	
03.16 Identify and assess client/customer needs	

<b>Core Abilities</b>	<b>Social Skills</b>
04.01 Organize own work activities	
04.03 Organize and maintain own workplace	
04.05 Demonstrate initiative and flexibility	
05.01 Implement project/work plans	
06.01 Understand systems	
06.02 Comply with and follow chain of command	
06.03 Identify and highlight problems	
06.04 Adapt competencies to new situations/systems	
06.07 Develop and maintain networks	

### **Tools, Equipment and Materials (TEM)**

<b>ITEMS</b>	<b>RATIO (TEM : Trainees)</b>
1. Sample of Receiving and Returning items (sample of record, log books, attendance)	1 : 1
2. Sample of Bathing items (bath tub, shower, towel, shampoo, hose, soap, tooth brush)	1 : 1
3. Sample of Grooming items (dress, shirt, pant, diapers, comb, cotton buds)	1 : 1
4. Meal items / feeding utensil	1 : 1
5. Sample of Resting items (sleeping mat, pillow, blanket, safe toys, music, story books, Television)	1 : 1
6. Baby dummies	1 : 1
7. Copy of Child Protection Policy	1 : 1
8. Sample of Routine Handling Checklist	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25



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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN MOTOR SKILLS DEVELOPMENTAL ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to improve and maximise the motor skills potential of <i>Children with Special Needs</i> according to child's capabilities and standard motor skills development guidelines (Denver Chart). Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret child's motor skills developmental record</li> <li>• Conduct motor skills assessment activity</li> <li>• Carry out motor skills stimulation activity</li> <li>• Evaluate child's motor skills developmental progress report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C03	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
1. Interpret child's motor skills developmental record	i. Sources of records: <ul style="list-style-type: none"> <li>• Medical report</li> <li>• Previous caregiver/teachers (IEP)</li> <li>• Parents</li> <li>• Details of developmental records</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Child's developmental records retrieved from reliable sources ii. Child's motor skills ability characterised from developmental record iii. Motor skills	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	ii. Definition of motor skills including: <ul style="list-style-type: none"> <li>• Gross motor delay</li> <li>• Fine motor delay</li> </ul> Guidelines to identify motor skills ability (Denver chart) iii. Methods of screening <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Profile</li> <li>• Technique of assessment</li> </ul>					assessment activity for screening verified

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Access child's developmental record from relevant sources</li> <li>ii. Identify child's motor skills ability from developmental record</li> <li>iii. Determine motor skills assessment activity</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Meticulous when accessing child's developmental records</li> <li>ii. Thorough and accurate when identifying child's motor skills ability</li> <li>iii. Resourceful and accurate when determining motor skills assessment activity</li> </ul>	8	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Conduct motor skills assessment activity	i. Types of Gross motor skills assessment method including: <ul style="list-style-type: none"> <li>• Head control,</li> <li>• roll over</li> <li>• sitting</li> <li>• crawling</li> <li>• stand with support</li> <li>• walking</li> <li>• running)</li> </ul> ii. Types of fine motor skills assessment method including: <ul style="list-style-type: none"> <li>• Eye hand coordination</li> <li>• Finger</li> <li>• Awareness of hand</li> <li>• Manipulation</li> <li>• Releasing object</li> <li>• Bilateral hands skill</li> </ul> iii. Types of gross motor skills			10	Lecture, Group Discussion, Case Study	i. Motor skills assessment method selected ii. Motor skills assessment equipment and materials arranged iii. Motor skills assessment procedure and workflow carried out iv. Details of motor skill ability levels documented v. Stakeholders informed of assessment activity result vi. Motor skill stimulation activity recommended

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>assessment equipment such as:</p> <ul style="list-style-type: none"> <li>• Physiotherapy mats</li> <li>• Physiotherapy balls</li> <li>• Mirror</li> <li>• Wedges</li> <li>• Rolls/Bolster</li> <li>• Corner seat chair</li> <li>• Parallel bar</li> <li>• Standing frame</li> <li>• Walking Aid/Rollator</li> <li>• Graduated stools/stools of varying heights</li> </ul> <p>iv. Type of fine motor skills assessment equipment such as:</p> <ul style="list-style-type: none"> <li>• Cube</li> <li>• Stacking rings</li> <li>• Cloths peg</li> <li>• Raisins</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Bits</li> <li>• Fork &amp; spoon</li> <li>v. Types of assessment procedure Workflow to conduct motor skill assessment activity</li> <li>• Guidelines (Denver Chart)</li> <li>vi. Details of motor skill levels</li> <li>vii. Contents of motor skills assessment results including:               <ul style="list-style-type: none"> <li>• Rationale for motor skill stimulation activity</li> </ul> </li> <li>viii. Procedure to perform stimulation activity :               <ul style="list-style-type: none"> <li>• Type of stimulation</li> <li>• Verbal communication</li> </ul> </li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Nonverbal communication</li> </ul>	<ol style="list-style-type: none"> <li>i. Choose assessment method</li> <li>ii. Prepare assessment area materials</li> <li>iii. Conduct motor skills assessment activity</li> <li>iv. Record level of motor skills ability</li> <li>v. Communicate result of motor skills assessment activity</li> <li>vi. Propose motor skills stimulation activity to child/guardian/parents</li> </ol>		26	Demonstration and Coaching	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining motor skills assessment method ii. Meticulous when selecting assessment equipment and materials iii. Compliance to guidelines and patience when conducting motor skills assessment activity iv. Organised, neat and detail when recording level of motor skills ability v. Precise, clear and empathy when communicating results of motor skills activity vi. Justified when proposing motor skills stimulation			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			activity  <u>Safety</u> i. Compliance to health and safety standards ii. Assessment materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out motor skills stimulation activity	i. Type of gross motor skill stimulation activity methods such as: <ul style="list-style-type: none"> <li>• Head control</li> <li>• Rolling over</li> <li>• Crawling</li> <li>• Sitting</li> <li>• Standing</li> <li>• walking</li> </ul> ii. Type of fine motor skill stimulation activity methods such as: <ul style="list-style-type: none"> <li>• Visual</li> <li>• Finger</li> <li>• Hands</li> <li>• Manipulation</li> <li>• Bilateral skills</li> </ul> iii. Types of gross motor skill stimulation activity equipment iv. Types of fine motor skill stimulation activity equipment v. Techniques of			18	Lecture, Group Discussion, Case Study	i. Motor skills stimulation activity method selected ii. Motor skills stimulation equipment and materials arranged iii. Motor skills stimulation activity procedure and workflow carried out periodically iv. Details of motor skills improvement documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	stimulation procedures including: <ul style="list-style-type: none"> <li>• Handling and positioning for gross motor</li> <li>• Suggested positioning for fine motor</li> <li>• Specific stimulation activities</li> </ul> vi. Details of motor skills improvement record including: <ul style="list-style-type: none"> <li>• Levels of achievement</li> </ul>					
		i. Choose method for motor skills stimulation activity ii. Prepare motor skills stimulation activity area iii. Conduct motor skills stimulation activity periodically iv. Record motor		42	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		skills improvement periodically	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Resourceful when determining method for motor skills stimulation activity</li> <li>ii. Meticulous when selecting equipment and materials for stimulation activity</li> <li>iii. Compliance to guidelines and patience when conducting motor skills stimulation activity</li> <li>iv. Organised, neat and detail when recording improvement of motor skills ability</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety</u> i. Compliance to health and safety standards ii. Assessment activity materials safe/ non-hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's motor skills developmental progress report	i. Arrangement of records <ul style="list-style-type: none"> <li>• Components of motor skill improvement records</li> </ul> ii. Characteristics of progress (based on Denver chart/checklist) iii. Justification of improvement in comparison with objectives (based on proposal) iv. Format of proposal including: <ul style="list-style-type: none"> <li>• Content</li> <li>• Objective of program (rehab or other developmental stimulation)</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Motor skills improvement records arranged ii. Progress of child verified based on chart/checklist iii. Level of child's motor skills progress deduced based on objectives iv. Rehabilitation program or next stimulation activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile motor skills improvement records</li> <li>ii. Check progress of child</li> <li>iii. Conclude level of child's motor skills progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling motor skills improvement records</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's motor skills progress</li> </ul>	8	Observation, Project	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iv. Justified when proposing next program or activity to supervisor  <u>Safety</u> i. Compliance to health and safety standards ii. Stimulation activity materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Developmental/Educational equipment (Peg boards, beads, blocks, stacking rings, shoelace board, dressing frame, therapy ball)	1 : 5
2. Copy of Developmental Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25

## REFERENCES

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN COGNITIVE SKILLS DEVELOPMENTAL ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to improve and maximise the cognitive skills potential of <i>Children with Special Needs</i> according to child's capabilities and standard cognitive skills development guidelines (Denver Chart). Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret child's cognitive skills developmental record</li> <li>• Conduct cognitive skills assessment activity</li> <li>• Carry out cognitive skills stimulation activity</li> <li>• Evaluate child's cognitive skills developmental progress report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C04	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
1. Interpret child's cognitive skills developmental record	i. Source of records: <ul style="list-style-type: none"> <li>• Medical report</li> <li>• Previous caregiver/ teachers (IEP)</li> <li>• Parents</li> <li>• Details of developmental records</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Child's developmental records retrieved from various sources ii. Child's cognitive skills ability recognised from developmental record iii. Cognitive skills	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	ii. Definition of cognitive skills including: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Education</li> <li>• Thinking</li> <li>• Guidelines to identify cognitive skills ability (Denver chart)</li> </ul> iii. Methods of screening <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Profile</li> <li>• Technique of assessment</li> </ul>					assessment activity for screening verified
		i. Access child's developmental record ii. Identify child's cognitive skills ability from developmental record iii. Determine cognitive skills assessment activity		8	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Meticulous when accessing child's developmental records ii. Thorough and accurate when identifying child's cognitive skills ability iii. Resourceful and accurate when determining cognitive skills assessment activity			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Conduct cognitive skills assessment activity	i. Types of cognitive skills assessment method including: <ul style="list-style-type: none"> <li>• Hearing</li> <li>• Oral Cognitive Structure Function</li> <li>• Pre-verbal skills</li> <li>• Communication skills</li> </ul> ii. Types of cognitive skills assessment equipment such as: <ul style="list-style-type: none"> <li>• Hearing (e.g. Manchester rattle, infantometer, audiometer (distraction test))</li> <li>• Speech and language (e.g. Mirror with volkers, everyday objects, reward givers,</li> </ul>			10	Lecture, Group Discussion, Case Study	i. Cognitive skills assessment method selected ii. Cognitive skills assessment equipment and materials arranged iii. Cognitive skills assessment procedure and workflow carried out iv. Details of cognitive skill levels documented v. Cognitive skill stimulation activity recommended

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>containers, ball, beanbags, blocks, a set of pictures, dolls, drawing materials, musical instrument, etc.)</p> <p>iii. Types of assessment procedure including:</p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• According to: Hearing, Oral Cognitive Structure Function, Pre-verbal skills, Communication skills</li> </ul> <p>iv. Workflow to conduct cognitive skill assessment activity</p> <ul style="list-style-type: none"> <li>• Guidelines (Denver Chart)</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	v. Details of cognitive skill levels vi. Contents of cognitive skills assessment results including: <ul style="list-style-type: none"> <li>• Rationale for cognitive skill stimulation activity</li> </ul> vii. Procedure to perform stimulation activity : <ul style="list-style-type: none"> <li>• Type of stimulation</li> <li>• Verbal communication</li> <li>• Nonverbal communication</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Choose assessment method</li> <li>ii. Prepare cognitive skills assessment area</li> <li>iii. Conduct cognitive skills assessment activity</li> <li>iv. Record level of cognitive skills ability</li> <li>v. Communicate result of cognitive skills assessment activity</li> <li>vi. Propose cognitive skills stimulation activity to child/guardian/parents</li> </ul>		26	Demonstration, Coaching	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining cognitive skills assessment method ii. Meticulous when selecting assessment equipment and materials iii. Compliance to guidelines and patience when conducting cognitive skills assessment activity iv. Organised, neat and detail when recording level of cognitive skills ability v. Precise, clear and empathy when communicating results of cognitive skills activity			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			vi. Justified when proposing cognitive skills stimulation activity  <u>Safety</u> i. Compliance to health and safety standards ii. Assessment materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out cognitive skills stimulation activity	i. Type of cognitive skill stimulation activity methods such as: <ul style="list-style-type: none"> <li>• Pre-verbal skills (e.g. attention, imitation, listening, turn-taking, play, pointing, matching etc.)</li> <li>• Communication skills (according language age level)</li> </ul> ii. Types of cognitive skill stimulation activity equipment including: <ul style="list-style-type: none"> <li>• Hearing</li> <li>• Speech and Language</li> </ul> iii. Techniques of stimulation procedures including: <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Non-verbal</li> </ul>			18	Lecture, Group Discussion, Case Study	i. Cognitive skills stimulation activity method selected ii. Cognitive skills stimulation equipment and materials arranged iii. Cognitive skills stimulation activity procedure and workflow carried out periodically iv. Details of cognitive skills improvement documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	communication <ul style="list-style-type: none"> <li>• Desensitisation techniques</li> </ul> iv. Details of cognitive skills improvement record including: <ul style="list-style-type: none"> <li>• Levels of achievement</li> </ul>					
		i. Choose method for cognitive skills stimulation activity ii. Prepare cognitive skills stimulation activity area iii. Conduct cognitive skills stimulation activity periodically iv. Record cognitive skills improvement periodically		42	Simulation, Coaching, Demonstration	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining method for cognitive skills stimulation activity ii. Meticulous when selecting equipment and materials for stimulation activity iii. Compliance to guidelines and patience when conducting cognitive skills stimulation activity iv. Organised, neat and detail when recording improvement of cognitive skills ability			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety</u> i. Compliance to health and safety standards ii. Assessment activity materials safe/ non-hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's cognitive skills developmental progress report	i. Arrangement of records <ul style="list-style-type: none"> <li>• Components of cognitive skill improvement records</li> </ul> ii. Characteristics of progress (based on Denver chart/checklist) iii. Justification of improvement in comparison with objectives (based on proposal) iv. Format of proposal including: <ul style="list-style-type: none"> <li>• Content</li> <li>• Objective of program (rehab or other developmental stimulation)</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Cognitive skills improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's cognitive skills progress deduced against objectives iv. Rehabilitation program or next stimulation activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile cognitive skills improvement records</li> <li>ii. Check progress of child</li> <li>iii. Conclude level of child's cognitive skills progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling cognitive skills improvement records</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's cognitive skills progress</li> </ul>	8	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iv. Justified when proposing next program or activity to supervisor  <u>Safety</u> i. Compliance to health and safety standards ii. Stimulation activity materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
<ul style="list-style-type: none"> <li>03.05 Demonstrate safety skills</li> <li>03.06 Respond appropriately to people and situations</li> <li>03.07 Resolve interpersonal conflicts</li> <li>03.08 Develop and maintain a cooperation within work group</li> <li>03.14 Facilitate and coordinate teams and ideas</li> <li>03.15 Liaise to achieve identified outcomes</li> <li>03.16 Identify and assess client/customer needs</li> <li>04.01 Organize own work activities</li> <li>04.02 Set and revise own objectives and goals</li> <li>04.03 Organize and maintain own workplace</li> <li>04.04 Apply problem solving strategies</li> <li>04.05 Demonstrate initiative and flexibility</li> <li>04.07 Negotiate acceptance and support for objectives and strategies</li> <li>05.01 Implement project/work plans</li> <li>06.01 Understand systems</li> <li>06.02 Comply with and follow chain of command</li> <li>06.03 Identify and highlight problems</li> <li>06.04 Adapt competencies to new situations/systems</li> </ul>	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Developmental/Educational equipment (Peg boards, beads, blocks, stacking rings, shoelace board, dressing frame, therapy ball, storybooks, colour charts, 3M books, colouring/drawing tools)	1 : 5
2. Copy of Developmental Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationary	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25



## REFERENCES

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN SOCIAL SKILLS DEVELOPMENTAL ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to improve and maximise the social skills potential of <i>Children with Special Needs</i> according to child's capabilities and standard social skills development guidelines (Denver Chart). Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret child's social skills developmental record</li> <li>• Conduct social skills assessment activity</li> <li>• Carry out social skills stimulation activity</li> <li>• Evaluate child's social skills developmental progress report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C05	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
1. Interpret child's social skills developmental record	i. Source of records: <ul style="list-style-type: none"> <li>• Medical report</li> <li>• Previous caregiver/teachers (IEP)</li> <li>• Parents</li> <li>• Details of developmental records</li> </ul> ii. Definition of social skills including:			4	Lecture, Group Discussion, Case Study	i. Child's developmental records retrieved from various sources ii. Child's social skills ability characterised from developmental record iii. Social skills	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Behaviour problems (e.g. attention, hyperactivity, eye contact, self-injurious, aggressiveness, repetitive, non-compliance, erratic sleep pattern, temper tantrum, poor social interaction)</li> <li>• Guidelines to identify social skills ability (Denver chart, M. CHAT checklist)</li> </ul> <p>iii. Methods of screening</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Profile</li> <li>• Technique of assessment</li> </ul>					assessment activity for screening verified

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Access child's developmental record from relevant sources</li> <li>ii. Identify child's social skills ability from developmental record</li> <li>iii. Determine social skills assessment activity</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Meticulous when accessing child's developmental records</li> <li>ii. Thorough and accurate when identifying child's social skills ability</li> <li>iii. Resourceful and accurate when determining social skills assessment activity</li> </ul>	8	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Conduct social skills assessment activity	i. Types of social skills assessment method including: <ul style="list-style-type: none"> <li>• Warning signs of personal and social problems (age based assessment and detection)</li> </ul> ii. Types of social skills assessment equipment such as: <ul style="list-style-type: none"> <li>• Attention training (e.g. peg board, stacking cube, puzzle, etc.)</li> <li>• Attention training for hyperactive child (e.g. stacking cube, big leggo, etc.)</li> <li>• Eye contact training (e.g. toys with different</li> </ul>			10	Lecture, Group Discussion, Case Study	i. Social skills assessment method selected ii. Social skills assessment equipment and materials arranged iii. Social skills assessment procedure and workflow carried out iv. Details of social skill levels documented v. Social skill stimulation activity recommended

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>texture, face mask, pop up toys, etc)</p> <ul style="list-style-type: none"> <li>• Behaviour intervention training (e.g. picture exchange communication (PEC), food, favourite toy, etc.)</li> <li>• Social skills training (e.g. monopoly, scrabbles, etc.)</li> </ul> <p>iii. Types of assessment procedure including:</p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• According to behaviour problems</li> </ul> <p>iv. Workflow to conduct social skill assessment activity</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Guidelines (Denver Chart)</li> <li>v. Details of personal-social skill levels</li> <li>vi. Contents of personal-social skills assessment results including:               <ul style="list-style-type: none"> <li>• Rationale for social skill stimulation activity</li> </ul> </li> <li>vii. Procedure to perform stimulation activity:               <ul style="list-style-type: none"> <li>• Type of stimulation</li> <li>• Verbal communication</li> <li>• Nonverbal communication</li> </ul> </li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Choose assessment method</li> <li>ii. Prepare assessment area</li> <li>iii. Conduct social skills assessment activity</li> <li>iv. Record level of social skills ability</li> <li>v. Communicate result of social skills assessment activity</li> <li>vi. Propose social skills stimulation activity to child/guardian/parents</li> </ul>		26	Demonstration and Coaching	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining social skills assessment method ii. Meticulous when selecting assessment equipment and materials iii. Compliance to guidelines and patience when conducting social skills assessment activity iv. Organised, neat and detail when recording level of social skills ability v. Precise, clear and empathy when communicating results of social skills activity vi. Justified when proposing social skills stimulation			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			activity  <u>Safety</u> i. Compliance to health and safety standards ii. Assessment materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out social skills stimulation activity	i. Type of social skill stimulation activity methods such as: <ul style="list-style-type: none"> <li>• Age based activities</li> <li>• Type of behaviour problems</li> </ul> ii. Types of social skill stimulation activity equipment including: <ul style="list-style-type: none"> <li>• According to the age and behaviour problems based activities</li> </ul> iii. Techniques of stimulation procedures including: <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Principles of managing behaviour problems</li> </ul>			18	Lecture, Group Discussion, Case Study	i. Social skills stimulation activity method selected ii. Social skills stimulation equipment and materials selected iii. Social skills stimulation activity procedure and workflow carried out periodically iv. Details of social skills improvement documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>among children with special needs</p> <ul style="list-style-type: none"> <li>• A.B.C Chart</li> <li>• Parenting skills</li> <li>• Role of medication in management of severe behaviour problems</li> <li>• Desensitisation technique</li> <li>• Management of children with disturbed sleeping pattern</li> </ul> <p>iv. Details of social skills improvement record including:</p> <ul style="list-style-type: none"> <li>• Levels of achievement</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Choose method for social skills stimulation activity</li> <li>ii. Prepare social skills stimulation activity area by selecting teaching equipment and materials</li> <li>iii. Conduct social skills stimulation activity periodically</li> <li>iv. Record social skills improvement periodically</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Resourceful when determining method for social skills stimulation activity</li> <li>ii. Meticulous when selecting equipment and materials for stimulation activity</li> </ul>	42	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iii. Compliance to guidelines and patience when conducting social skills stimulation activity</li> <li>iv. Organised, neat and detail when recording improvement of social skills ability</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. Assessment activity materials safe/ non-hazardous for children with special needs</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's social skills developmental progress report	i. Arrangement of records <ul style="list-style-type: none"> <li>• Components of social skill improvement records</li> </ul> ii. Characteristics of progress (based on Denver chart/checklist) iii. Justification of improvement in comparison with objectives (based on proposal) iv. Format of proposal including: <ul style="list-style-type: none"> <li>• Content</li> <li>• Objective of program (rehab or other developmental stimulation)</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Social skills improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's social skills progress deduced against objectives iv. Rehabilitation program or next stimulation activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile social skills improvement records</li> <li>ii. Check progress of child</li> <li>iii. Conclude level of child's social skills progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling social skills improvement records</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's social skills progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	8	Observation, Project	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety</u> i. Compliance to health and safety standards ii. Stimulation activity materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Developmental/Social behaviour equipment (card games, board games, play corner, musical instruments, toy kitchen)	1 : 5
2. Copy of Developmental Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN SELF-HELP SKILLS DEVELOPMENTAL ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to improve and maximise the self-help skills potential of <i>Children with Special Needs</i> according to child's capabilities and standard self-help skills development guidelines (Denver Chart). Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret child's self-help skills developmental record</li> <li>• Conduct self-help skills assessment activity</li> <li>• Carry out self-help skills stimulation activity</li> <li>• Evaluate child's self-help skills developmental progress report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C06	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
1. Interpret child's self-help skills developmental record	i. Source of records: <ul style="list-style-type: none"> <li>• Medical report</li> <li>• Previous caregiver/teachers (IEP)</li> <li>• Parents</li> <li>• Details of developmental records</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Child's developmental records retrieved from various sources ii. Child's self-help skills ability characterised from developmental record	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	ii. Definition of self-help skills including: <ul style="list-style-type: none"> <li>• Basic living skills (Feeding, dressing, personal hygiene)</li> <li>• Intermediate living skills</li> <li>• Advanced living skills</li> <li>• Guidelines to identify self-help skills ability (Barthel Index)</li> </ul> iii. Methods of screening <ul style="list-style-type: none"> <li>• Observation (basic living skills: Barthel Index)</li> <li>• Checklist</li> <li>• Profile</li> <li>• Technique of assessment</li> </ul>					iii. Self-help skills assessment activity for screening verified

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Access child's developmental record from relevant sources</li> <li>ii. Identify child's self-help skills ability from developmental record</li> <li>iii. Determine self-help skills assessment activity</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Meticulous when accessing child's developmental records</li> <li>ii. Thorough and accurate when identifying child's self-help skills ability</li> <li>iii. Resourceful and accurate when determining self-help skills assessment activity</li> </ul>	8	Observation, Project	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Conduct self-help skills assessment activity	i. Types of self-help skills assessment method including: <ul style="list-style-type: none"> <li>• Feeding skills (Feeding pattern maturity in relation to age and oral/gross/fine motor skills, hand eye coordination abilities)</li> <li>• Dressing skills (in relation to age and gross/fine motor or cognitive development)</li> <li>• Personal hygiene (beginning of control, volitional control, learning to be independent, Independent)</li> </ul>			10	Lecture, Group Discussion, Case Study	i. Self-help skills assessment method selected ii. Self-help skills assessment equipment and materials arranged iii. Self-help skills assessment procedure and workflow carried out iv. Details of self-help skill levels documented v. Self-help skill stimulation activity recommended

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	ii. Types of self-help skills assessment equipment such as: <ul style="list-style-type: none"> <li>• Feeding skills (e.g. adapted utensils to facilitate independent feeding, etc.)</li> <li>• Dressing skills (e.g. pants, t-shirt, socks, shoes, buttons zips, belt/hook/velcro , ribbons etc.)</li> <li>• Personal hygiene (e.g. potty, toothbrush, etc.)</li> </ul> iii. Types of assessment procedure including: <ul style="list-style-type: none"> <li>• Checklists</li> <li>• According to feeding,</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>dressing, personal hygiene skills</p> <p>iv. Workflow to conduct self-help skill assessment activity</p> <ul style="list-style-type: none"> <li>• Guidelines (Barthel Index)</li> <li>• According to feeding, dressing, personal hygiene skills</li> </ul> <p>v. Details of self-help skill levels</p> <p>vi. Contents of self-help skills assessment results including:</p> <ul style="list-style-type: none"> <li>• Rationale for self-help skill stimulation activity</li> </ul> <p>vii. Procedure to perform stimulation activity, including;</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Type of stimulation</li> <li>• Verbal communication</li> <li>• Nonverbal communication</li> </ul>					
		<ol style="list-style-type: none"> <li>i. Choose assessment method</li> <li>ii. Prepare assessment area</li> <li>iii. Conduct self-help skills assessment activity</li> <li>iv. Record level of self-help skills ability</li> <li>v. Communicate result of self-help skills assessment activity</li> <li>vi. Propose self-help skills stimulation activity to child/guardian/parents</li> </ol>		26	Demonstration and Coaching	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining self-help skills assessment method ii. Meticulous when selecting assessment equipment and materials iii. Compliance to guidelines and patience when conducting self-help skills assessment activity iv. Organised, neat and detail when recording level of self-help skills ability v. Precise, clear and empathy when communicating results of self-help skills activity			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			vi. Justified when proposing self-help skills stimulation activity  <u>Safety</u> i. Compliance to health and safety standards ii. Assessment materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out self-help skills stimulation activity	i. Type of self-help skill stimulation activity methods such as: <ul style="list-style-type: none"> <li>• Feeding skills</li> <li>• Dressing skills</li> <li>• Personal hygiene</li> </ul> ii. Types of self-help skill stimulation activity equipment including: <ul style="list-style-type: none"> <li>• According to the age and feeding/dressing/personal hygiene skills based activities</li> </ul> iii. Techniques of stimulation procedures including: <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Charts / Checklists</li> <li>• Suggested positioning for feeding</li> </ul>			18	Lecture, Group Discussion, Case Study	i. Self-help skills stimulation activity method selected ii. Self-help skills stimulation equipment and materials arranged iii. Self-help skills stimulation activity procedure and workflow carried out periodically iv. Details of self-help skills improvement documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Suggested positioning and steps to facilitate dressing</li> <li>• Care of teeth and gums</li> <li>• Bathing</li> <li>• Toilet training</li> </ul> iv. Details of self-help skills improvement record including: <ul style="list-style-type: none"> <li>• Levels of achievement</li> </ul>					
		i. Choose method for self-help skills stimulation activity ii. Prepare self-help skills stimulation activity area iii. Conduct self-help skills stimulation activity periodically iv. Record self-help skills improvement periodically		42	Simulation, Coaching, Demonstration	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful when determining method for self-help skills stimulation activity ii. Meticulous when selecting equipment and materials for stimulation activity iii. Compliance to guidelines and patience when conducting self-help skills stimulation activity iv. Organised, neat and detail when recording improvement of self-help skills ability			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety</u> i. Compliance to health and safety standards ii. Assessment activity materials safe/ non-hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's self-help skills developmental progress report	i. Arrangement of records <ul style="list-style-type: none"> <li>• Components of self-help skill improvement records</li> </ul> ii. Characteristics of progress (based on Barthel Index) iii. Justification of improvement in comparison with objectives (based on proposal) iv. Format of proposal including: <ul style="list-style-type: none"> <li>• Content</li> <li>• Objective of program (rehab or other developmental stimulation)</li> </ul>			4	Lecture, Group Discussion, Case Study	i. Self-help skills improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's self-help skills progress deduced against objectives iv. Rehabilitation program or next stimulation activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile self-help skills improvement records</li> <li>ii. Check progress of child</li> <li>iii. Conclude level of child's self-help skills progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling self-help skills improvement records</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's self-help skills progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	8	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety</u> i. Compliance to health and safety standards ii. Stimulation activity materials safe/ non- hazardous for children with special needs iii. Ergonomic positions and postures when handling children			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills	
03.06 Respond appropriately to people and situations	
03.07 Resolve interpersonal conflicts	
03.08 Develop and maintain a cooperation within work group	
03.14 Facilitate and coordinate teams and ideas	
03.15 Liaise to achieve identified outcomes	
03.16 Identify and assess client/customer needs	
04.01 Organize own work activities	
04.02 Set and revise own objectives and goals	
04.03 Organize and maintain own workplace	
04.04 Apply problem solving strategies	
04.05 Demonstrate initiative and flexibility	
04.07 Negotiate acceptance and support for objectives and strategies	
05.01 Implement project/work plans	
06.01 Understand systems	
06.02 Comply with and follow chain of command	
06.03 Identify and highlight problems	
06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Developmental/Self-help equipment (Feeding items for Special needs (special cup, scooper plate, food guards, spoon with big handle), Grooming Items, self-care items)	1 : 5
2. Copy of Developmental Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25



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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATIONAL PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS EDUCATIONAL REHABILITATION ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to support education empowerment for the <i>Children With Special Needs</i> to improve their quality of life. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret post assessment findings</li> <li>• Develop educational rehabilitation individual care plan (ICP)</li> <li>• Carry out educational rehabilitation individual care plan (ICP) activity</li> <li>• Evaluate child's progress report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C07	<b>Level</b>	Three (3)	<b>Training Duration</b>	180 Hours	<b>Credit Hours</b>	18
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Interpret post assessment findings	i. Process of accessing reports including: <ul style="list-style-type: none"> <li>• Content of report (Motor, cognitive, social &amp; self-help skills)</li> <li>• Type of report</li> <li>• Sources of report</li> </ul>				4	Lecture, Group Discussion, Case Study	i. Child's motor, cognitive, social & self-help skills developmental activity records retrieved ii. Improvement of child's skills measured against normal developmental charts

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	ii. Measurement of development including: <ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Component of improvement</li> </ul> iii. Type of functional abilities and their definitions iv. Characteristic of skill such as: <ul style="list-style-type: none"> <li>• Severity (mild, moderate, severe)</li> <li>• Functional ability</li> </ul>					iii. Type of child's functional ability verified iv. Severity of child's level of skill validated
		i. Access child's developmental activity reports ii. Compare child's skills to normal developmental charts iii. Check child for functional ability skills		14	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		iv. Confirm child's level of skill with child/guardian/parent	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Resourceful and meticulous when accessing child's developmental activity reports</li> <li>ii. Analytical when comparing child's skills to normal developmental charts Detail when checking child for functional ability skills</li> <li>iii. Justified, empathy and patience when confirming child's level of skill with child/guardian/parent</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Develop educational rehabilitation individual care plan (ICP)	<p>i. Content of post assessment finding such as :</p> <ul style="list-style-type: none"> <li>• Type of educational ICP (Attention Deficit Disorder (ADD), Dyslexia, Autism, ADHD)</li> <li>• Definition of educational ICP</li> </ul> <p>ii. Objective of ICP such as:</p> <ul style="list-style-type: none"> <li>• Criterion in choosing ICP objective</li> <li>• Quality of ICP</li> </ul> <p>iii. Arrangement of ICP including:</p> <ul style="list-style-type: none"> <li>• Functional skill</li> <li>• Child's severity</li> <li>• Age</li> <li>• Gender/cultural</li> </ul> <p>iv. Range of duration such as:</p> <ul style="list-style-type: none"> <li>• Short term / Long term</li> </ul>			16	Lecture, Group Discussion, Case Study	<p>i. Type of educational ICP ascertained</p> <p>ii. Criterion and quality of educational ICP considered in concluded ICP objective</p> <p>iii. Arrangement of ICP considered in concluded educational ICP duration</p> <p>iv. Details of educational ICP activity preparations carried out</p> <p>v. Structure and criterion of educational ICP plan and activity confirmed with supervisor</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	v. Process of preparing ICP activity including: <ul style="list-style-type: none"> <li>• Type of activity (based on severity of disability)</li> <li>• Content of activity</li> <li>• Quality of activity</li> <li>• Arrangement of activities</li> <li>• Method of measurement</li> </ul> vi. Process of verifying such as: <ul style="list-style-type: none"> <li>• Structure of plan</li> <li>• Criterion of verifying</li> </ul>					
		i. Determine type of educational ICP to improve mathematical, reading and writing skills		38	Demonstration and Coaching	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>ii. Determine objective of educational ICP</li> <li>iii. Determine duration of educational ICP</li> <li>iv. Prepare educational ICP activity</li> <li>v. Verify planned educational ICP and ICP activity with supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Accurate in determining type of educational ICP</li> <li>ii. Realistic and precise in determining objective of educational ICP</li> <li>iii. Realistic and justified in determining duration of educational ICP</li> </ul>			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iv. Compliance to guidelines and thorough when preparing educational ICP activity</li> <li>v. Compliance to standard procedure, justified and clear communication when verifying planned educational ICP and ICP activity</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out educational rehabilitation individual care plan (ICP) activity	<p>i. Process of ICP procedure such as:</p> <ul style="list-style-type: none"> <li>• Requirement</li> <li>• Rationale of choosing this activity</li> <li>• Procedure: sequence the protocol, monitor &amp; review</li> </ul> <p>ii. Educational ICP materials including:</p> <ul style="list-style-type: none"> <li>• Type (based on severity of disability)</li> <li>• Aims : to achieve objectives</li> <li>• Sources : location, quality, quantity</li> </ul> <p>iii. Elements in ICP such as:</p> <ul style="list-style-type: none"> <li>• Safe/disability friendly</li> </ul>			24	Lecture, Group Discussion, Case Study	<p>i. Process of ICP procedure ascertained</p> <p>ii. Types, aims and source of educational ICP confirmed and set up</p> <p>iii. Child guided to activity area in a conducive and friendly manner</p> <p>iv. Positive relationship built with child</p> <p>v. Technique of ICP activity carried out</p> <p>vi. Details of child's performance/ response/ skill monitored</p> <p>vii. Monitored child's performance/ response/ skill interpreted and noted</p> <p>viii. Child's level of improvement</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Conducive ways of usher</li> <li>iv. Building relationship such as:               <ul style="list-style-type: none"> <li>• Characteristics: Facial expression, body language, response</li> <li>• Objective of interaction</li> <li>• Measurement of interaction: Passive, Resistant, Positive</li> </ul> </li> <li>v. Technique of performing including:               <ul style="list-style-type: none"> <li>• Measurement of activity (based on severity of disability)</li> </ul> </li> <li>vi. Interpret response               <ul style="list-style-type: none"> <li>• Criterion : positive, negative</li> </ul> </li> </ul>					<p>documented</p> <p>ix. Educational ICP progress report presented to supervisor</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>vii. Details of educational ICP improvement record including:</p> <ul style="list-style-type: none"> <li>• Level of achievement (based on severity of disability)</li> </ul> <p>viii. Format of report such as:</p> <ul style="list-style-type: none"> <li>• Clear and understandable content</li> <li>• Progress description</li> <li>• Justification of improvement in comparison to objectives</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Determine educational ICP activity procedure</li> <li>ii. Prepare educational ICP activity materials</li> <li>iii. Usher child to educational ICP activity area</li> <li>iv. Develop rapport with child</li> <li>v. Perform ICP activity with child</li> <li>vi. Observe child's performance and response/skills</li> <li>vii. Record child's progress</li> <li>viii. Prepare child's ICP progress report</li> <li>ix. Submit child's ICP progress report</li> </ul>		58	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Compliance to guidelines when determining educational ICP activity procedure ii. Organised and meticulous when preparing educational ICP activity materials iii. Compliance to guidelines and reassuring when ushering child iv. Friendly, positive and creative when developing rapport v. Compliance to guidelines and patience when performing ICP activity vi. Accurate and analytical when observing child's performance/response/skill			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>vii. Accurate when recording child's progress and preparing report</li> <li>viii. Compliance to standard procedure when submitting report</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. ICP materials safe/ non-hazardous for children with special needs</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>i. Recycle paper where applicable</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's progress report	i. Details of arrangement such as: <ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Area of improvement</li> </ul> ii. Characteristics of progress such as: <ul style="list-style-type: none"> <li>• Comparison to normal developmental milestones</li> </ul> iii. Details for justification such as: <ul style="list-style-type: none"> <li>• Improvement in comparison to objectives</li> </ul> iv. Format of proposal such as: <ul style="list-style-type: none"> <li>• Objective</li> <li>• Contents</li> <li>• Understandable</li> </ul>			8	Lecture, Group Discussion, Case Study	i. Educational ICP improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's progress deduced against educational ICP objectives iv. Next rehabilitation program or ICP activity recommended to supervisor



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile child's periodic educational ICP progress reports</li> <li>ii. Check child for progress in educational ICP activity</li> <li>iii. Conclude level of child's progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling periodic educational ICP progress reports</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	18	Observation, Project	

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Educational Rehabilitation/ Motor, cognitive, social & self-help skills equipment (Peg boards, beads, blocks, stacking rings, shoelace board, dressing frame, therapy ball)	1 : 5
2. Copy of Rehabilitation Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 5
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 1
6. Sample of stimulation checklist	1 : 5
7. Tools and equipment for stimulation activities	1 : 1
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 2
10. IT Equipment	1 : 25
11. Projector with White Screen	

## REFERENCES

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND VOCATIONAL PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS VOCATIONAL REHABILITATION ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to support livelihood empowerment for the <i>Children with special needs</i> to improve their quality of life. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret post assessment findings</li> <li>• Develop vocational rehabilitation individual care plan (ICP)</li> <li>• Carry out vocational rehabilitation individual care plan (ICP) activity</li> <li>• Evaluate child's progress report.</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C08	<b>Level</b>	Three (3)	<b>Training Duration</b>	180 Hours	<b>Credit Hours</b>	18
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Interpret post assessment findings	i. Process of accessing reports including: <ul style="list-style-type: none"> <li>• Content of report (Motor, cognitive, social &amp; self-help skills)</li> <li>• Type of report</li> <li>• Sources of report</li> </ul> ii. Measurement of development including:				4	Lecture, Group Discussion, Case Study	i. Child's motor, cognitive, social & self-help skills developmental activity records retrieved ii. Improvement of child's skills measured against normal developmental charts

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Component of improvement</li> </ul> iii. Type of functional abilities and their definitions iv. Characteristic of skill such as: <ul style="list-style-type: none"> <li>• Severity (mild, moderate, severe)</li> <li>• Functional ability</li> </ul>					iii. Type of child's functional ability verified iv. Severity of child's level of skill checked and validated
		i. Access child's developmental activity reports ii. Compare child's skills to normal developmental charts iii. Check child for functional ability skills iv. Confirm child's level of skill with child/guardian/parent		14	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful and meticulous when accessing child's developmental activity reports ii. Analytical when comparing child's skills to normal developmental charts Detail when checking child for functional ability skills iii. Justified, empathy and patience when confirming child's level of skill with child/guardian/parent			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Develop vocational rehabilitation individual care plan (ICP)	i. Content of post assessment finding such as : <ul style="list-style-type: none"> <li>• Type of vocational ICP (for cerebral palsy (CP), speech, physical disabled)</li> <li>• Definition of vocational ICP</li> </ul> ii. Objective of ICP such as: <ul style="list-style-type: none"> <li>• Criterion in choosing ICP objective</li> <li>• Quality of ICP</li> </ul> iii. Arrangement of ICP including: <ul style="list-style-type: none"> <li>• Functional skill</li> <li>• Child's severity</li> <li>• Age</li> <li>• Gender/cultural</li> </ul> iv. Range of duration such as: <ul style="list-style-type: none"> <li>• Short term / Long term</li> </ul>			16	Lecture, Group Discussion, Case Study	i. Type of vocational ICP ascertained ii. Criterion and quality of vocational ICP considered in concluded ICP objective iii. Arrangement of ICP considered in concluded vocational ICP duration iv. Details of vocational ICP activity preparations carried out v. Structure and criterion of vocational ICP plan and activity confirmed with supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	v. Process of preparing ICP activity including: <ul style="list-style-type: none"> <li>• Type of activity (based on severity of disability)</li> <li>• Content of activity</li> <li>• Quality of activity</li> <li>• Arrangement of activities</li> <li>• Method of measurement</li> </ul> vi. Process of verifying such as: <ul style="list-style-type: none"> <li>• Structure of plan</li> <li>• Criterion of verifying</li> </ul>					
		i. Determine type of vocational ICP to enable for employment ii. Determine objective of vocational ICP		38	Demonstration and Coaching	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>iii. Determine duration of vocational ICP</li> <li>iv. Prepare vocational ICP activity</li> <li>v. Verify planned vocational ICP and ICP activity with supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Accurate in determining type of vocational ICP</li> <li>ii. Realistic and precise in determining objective of vocational ICP</li> <li>iii. Realistic and justified in determining duration of vocational ICP</li> <li>iv. Compliance to guidelines and thorough when preparing</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			vocational ICP activity v. Compliance to standard procedure, justified and clear communication when verifying planned vocational ICP and ICP activity  <u>Safety</u> i. Compliance to health and safety standards			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out vocational rehabilitation individual care plan (ICP) activity	i. Process of procedure such as: <ul style="list-style-type: none"> <li>• Requirement</li> <li>• Rationale of choosing this activity</li> <li>• Procedure: sequence the protocol, monitor &amp; review</li> </ul> ii. Vocational ICP materials including: <ul style="list-style-type: none"> <li>• Type (based on severity of disability)</li> <li>• Aims : to achieve objectives</li> <li>• Sources : location, quality, quantity</li> </ul> iii. Elements in ushering such as: <ul style="list-style-type: none"> <li>• Safe/disable friendly</li> <li>• Conducive ways of usher</li> </ul> iv. Building relationship such			24	Lecture, Group Discussion, Case Study	i. Process of ICP procedure ascertained ii. Types, aims and source of vocational ICP confirmed and set up iii. Child guided to activity area in a conducive and friendly manner iv. Positive relationship built with child v. Technique of ICP activity carried out vi. Details of child's performance/ response/ skill monitored vii. Monitored child's performance/ response/ skill interpreted and noted viii. Child's level of improvement

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>as:</p> <ul style="list-style-type: none"> <li>• Characteristics: Facial expression, body language, response</li> <li>• Objective of interaction</li> <li>• Measurement of interaction: Passive, Resistant, Positive</li> </ul> <p>v. Technique of performing including:</p> <ul style="list-style-type: none"> <li>• Measurement of activity (based on severity of disability)</li> </ul> <p>vi. Interpret response</p> <ul style="list-style-type: none"> <li>• Criterion : positive, negative</li> </ul> <p>vii. Details of vocational ICP improvement record including:</p> <ul style="list-style-type: none"> <li>• Level of</li> </ul>					<p>documented</p> <p>ix. Vocational ICP progress report presented to supervisor</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	achievement (based on severity of disability) <ul style="list-style-type: none"> <li>• Periodic (3months basis)</li> </ul> viii. Format of report such as: <ul style="list-style-type: none"> <li>• Clear and understandable content</li> <li>• Progress description</li> <li>• Justification of improvement in comparison to objectives</li> </ul>					
		i. Determine vocational ICP activity procedure ii. Prepare vocational ICP activity materials iii. Usher child to vocational ICP activity area iv. Develop rapport		58	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		with child v. Perform ICP activity with child vi. Observe child's performance and response/skills vii. Record child's progress viii. Prepare child's ICP progress report ix. Submit child's ICP progress report	<u>Attitude</u> i. Compliance to guidelines when determining vocational ICP activity procedure ii. Organised and meticulous when preparing vocational ICP activity materials			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iii. Compliance to guidelines and reassuring when ushering child</li> <li>iv. Friendly, positive and creative when developing rapport</li> <li>v. Compliance to guidelines and patience when performing ICP activity</li> <li>vi. Accurate and analytical when observing child's performance/response/skill</li> <li>vii. Accurate when recording child's progress and preparing report</li> <li>viii. Compliance to standard procedure when submitting report</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. ICP materials safe/ non-hazardous for children with special needs</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>i. Recycle paper where applicable</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's progress report	i. Details of arrangement such as: <ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Area of improvement</li> </ul> ii. Characteristics of progress such as: <ul style="list-style-type: none"> <li>• Comparison to normal developmental milestones</li> </ul> iii. Details for justification such as: <ul style="list-style-type: none"> <li>• Improvement in comparison to objectives</li> </ul> iv. Format of proposal such as: <ul style="list-style-type: none"> <li>• Objective</li> <li>• Contents</li> <li>• Understandable</li> </ul>			8	Lecture, Group Discussion, Case Study	i. Vocational ICP improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's progress deduced against vocational ICP objectives iv. Next rehabilitation program or ICP activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile child's periodic vocational ICP progress reports</li> <li>ii. Check child for progress in vocational ICP activity</li> <li>iii. Conclude level of child's progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling periodic vocational ICP progress reports</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	18	Observation, Project	

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Vocational Rehabilitation/ Motor, cognitive, social & self-help skills equipment (Peg boards, beads, blocks, stacking rings, shoelace board, dressing frame, therapy ball, storybooks, colour charts, 3M books, colouring/drawing tools)	1 : 5
2. Copy of Rehabilitation Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 5
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 1
6. Sample of stimulation checklist	1 : 5
7. Tools and equipment for stimulation activities	1 : 1
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 2
10. IT Equipment	1 : 25
11. Projector with White Screen	

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND VOCATIONAL PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS MEDICAL REHABILITATION ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to improve functional skills and communication skills for the <i>Children with special needs</i> to improve their quality of life. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret post assessment findings</li> <li>• Develop medical rehabilitation individual care plan (ICP)</li> <li>• Carry out medical rehabilitation individual care plan (ICP) activity</li> <li>• Evaluate child's progress report.</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C09	<b>Level</b>	Three (3)	<b>Training Duration</b>	180 Hours	<b>Credit Hours</b>	18
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Interpret post assessment findings	i. Process of accessing reports including: <ul style="list-style-type: none"> <li>• Content of report (Motor, cognitive, &amp; self-help skills)</li> <li>• Type of report</li> <li>• Sources of report</li> </ul> ii. Measurement of development including: <ul style="list-style-type: none"> <li>• Level of</li> </ul>				4	Lecture, Group Discussion, Case Study	i. Child's motor, cognitive & self-help skills developmental activity records retrieved ii. Improvement of child's skills measured against normal developmental charts

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	improvement <ul style="list-style-type: none"> <li>• Component of improvement</li> </ul> iii. Type of functional abilities and their definitions iv. Characteristic of skill such as: <ul style="list-style-type: none"> <li>• Severity (mild, moderate, severe)</li> <li>• Functional ability</li> </ul>					iii. Type of child's functional ability verified iv. Severity of child's level of skill checked and validated
		i. Access child's developmental activity reports ii. Compare skills to normal developmental charts iii. Check child for functional ability skills iv. Confirm child's level of skill with child/guardian/parent		14	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful and meticulous when accessing child's developmental activity reports ii. Analytical when comparing child's skills to normal developmental charts Detail when checking child for functional ability skills iii. Justified, empathy and patience when confirming child's level of skill with child/guardian/parent			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Develop medical rehabilitation individual care plan (ICP)	i. Content of post assessment finding such as : <ul style="list-style-type: none"> <li>• Type of medical ICP (augmentative communication, autism treatment, brain injury rehabilitation, functional feeding, etc)</li> <li>• Definition of medical ICP</li> </ul> ii. Objective of medical ICP such as: <ul style="list-style-type: none"> <li>• Criterion in choosing ICP objective</li> <li>• Quality of ICP</li> </ul> iii. Arrangement of ICP including: <ul style="list-style-type: none"> <li>• Functional skill</li> <li>• Child's severity</li> <li>• Age</li> <li>• Gender/cultural</li> </ul> iv. Range of duration			16	Lecture, Group Discussion, Case Study	i. Type of medical ICP ascertained ii. Criterion and quality of medical ICP considered in concluded ICP objective iii. Arrangement of ICP considered in concluded medical ICP duration iv. Details of medical ICP activity preparations carried out v. Structure and criterion of medical ICP plan and activity confirmed with supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>such as:</p> <ul style="list-style-type: none"> <li>• Short term / Long term</li> </ul> <p>v. Process of preparing ICP activity including:</p> <ul style="list-style-type: none"> <li>• Type of activity (based on severity of disability)</li> <li>• Content of activity</li> <li>• Quality of activity</li> <li>• Arrangement of activities</li> <li>• Method of measurement</li> </ul> <p>vi. Process of verifying such as:</p> <ul style="list-style-type: none"> <li>• Structure of plan</li> <li>• Criterion of verifying</li> </ul>					
		<p>i. Determine type of medical ICP to improve functional skills and communication</p>		38	Demonstration, Coaching	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		skills ii. Determine objective of medical ICP iii. Determine duration of medical ICP iv. Prepare medical ICP activity v. Verify planned medical ICP and ICP activity with supervisor	<u>Attitude</u> i. Accurate in determining type of medical ICP ii. Realistic and precise in determining objective of medical ICP iii. Realistic and justified in determining duration of medical ICP			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iv. Compliance to guidelines and thorough when preparing medical ICP activity</li> <li>v. Compliance to standard procedure, justified and clear communication when verifying planned medical ICP and ICP activity</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out medical rehabilitation individual care plan (ICP) activity	i. Process of procedure such as: <ul style="list-style-type: none"> <li>• Requirement</li> <li>• Rationale of choosing this activity</li> <li>• Procedure: sequence the protocol, monitor &amp; review</li> </ul> ii. Medical ICP materials including: <ul style="list-style-type: none"> <li>• Type (based on severity of disability)</li> <li>• Aims : to achieve objectives</li> <li>• Sources : location, quality, quantity</li> </ul> iii. Elements in ushering such as: <ul style="list-style-type: none"> <li>• Safe/disable friendly</li> <li>• Conducive ways</li> </ul>			24	Lecture, Group Discussion, Case Study	i. Process of ICP procedure ascertained ii. Types, aims and source of medical ICP confirmed and set up iii. Child guided to activity area in a conducive and friendly manner iv. Positive relationship built with child v. Technique of ICP activity carried out vi. Details of child's performance/ response/ skill monitored vii. Monitored child's performance/ response/ skill interpreted and noted viii. Child's level of improvement documented



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>of usher</p> <p>iv. Building relationship such as:</p> <ul style="list-style-type: none"> <li>• Characteristics: Facial expression, body language, response</li> <li>• Objective of interaction</li> <li>• Measurement of interaction: Passive, Resistant, Positive</li> </ul> <p>v. Technique of performing including:</p> <ul style="list-style-type: none"> <li>• Measurement of activity (based on severity of disability)</li> </ul> <p>vi. Interpret response</p> <ul style="list-style-type: none"> <li>• Criterion : positive, negative</li> </ul> <p>vii. Details of medical</p>					<p>ix. Medical ICP progress report presented to supervisor</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>ICP improvement record including:</p> <ul style="list-style-type: none"> <li>• Level of achievement (based on severity of disability)</li> <li>• Periodic (3months basis)</li> </ul> <p>viii. Content of report such as:</p> <ul style="list-style-type: none"> <li>• Clear and understandable content</li> <li>• Progress description</li> <li>• Justification of improvement in comparison to objectives</li> </ul>					
		<p>i. Determine medical ICP activity procedure</p> <p>ii. Prepare medical ICP activity materials</p>		58	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>iii. Usher child to medical ICP activity area</li> <li>iv. Develop rapport with child</li> <li>v. Perform ICP activity with child</li> <li>vi. Observe child's performance and response/skills</li> <li>vii. Record child's progress</li> <li>viii. Prepare child's ICP progress report</li> <li>ix. Submit child's ICP progress report</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Compliance to guidelines when determining medical ICP activity procedure</li> <li>ii. Organised and meticulous when preparing medical</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			ICP activity materials iii. Compliance to guidelines and reassuring when ushering child iv. Friendly, positive and creative when developing rapport v. Compliance to guidelines and patience when performing ICP activity vi. Accurate and analytical when observing child's performance/ response/ skill vii. Accurate when recording child's progress and preparing report viii. Compliance to standard procedure when submitting report			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. ICP materials safe/ non-hazardous for children with special needs</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>i. Recycle paper where applicable</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's progress report.	i. Details of arrangement such as: <ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Area of improvement</li> </ul> ii. Characteristics of progress such as: <ul style="list-style-type: none"> <li>• Comparison to normal developmental milestones</li> </ul> iii. Details for justification such as: <ul style="list-style-type: none"> <li>• Improvement in comparison to objectives</li> </ul> iv. Format of proposal such as: <ul style="list-style-type: none"> <li>• Objective</li> <li>• Contents</li> <li>• Understandable</li> </ul>			8	Lecture, Group Discussion, Case Study	i. Medical ICP improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's progress deduced against medical ICP objectives iv. Next rehabilitation program or ICP activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile child's periodic medical ICP progress reports</li> <li>ii. Check child for progress in medical ICP activity</li> <li>iii. Conclude level of child's progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling periodic medical ICP progress reports</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	18	Observation, Project	

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	



Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Medical Rehabilitation/ Motor, cognitive, & self-help skills equipment (Feeding items for Special needs (special cup, scooper plate, food guards, spoon with big handle), Grooming Items, self-care items)	1 : 5
2. Copy of Rehabilitation Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS SOCIAL BEHAVIOUR REHABILITATION ACTIVITY						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to support social empowerment for the <i>Children with special needs</i> to improve their quality of life. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret post assessment findings</li> <li>• Develop social behaviour rehabilitation individual care plan (ICP)</li> <li>• Carry out social behaviour rehabilitation individual care plan (ICP) activity</li> <li>• Evaluate child's progress report.</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C10	<b>Level</b>	Three (3)	<b>Training Duration</b>	180 Hours	<b>Credit Hours</b>	18
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Interpret post assessment findings	i. Process of accessing reports including: <ul style="list-style-type: none"> <li>• Content of report (Social skills)</li> <li>• Type of report</li> <li>• Sources of report</li> </ul> ii. Measurement of development including:				4	Lecture, Group Discussion and Case Study	i. Child's social skills developmental activity records retrieved ii. Improvement of child's skills measured against normal developmental charts iii. Type of child's functional ability

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Component of improvement</li> </ul> iii. Type of functional abilities and their definitions iv. Characteristic of skill such as: <ul style="list-style-type: none"> <li>• Severity (mild, moderate, severe)</li> <li>• Functional ability</li> </ul>					verified iv. Severity of child's level of skill checked and validated
		i. Access child's developmental activity reports ii. Compare child's skills to normal developmental charts iii. Check child for functional ability skills iv. Confirm child's level of skill with child/guardian/parent		14	Observation and Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> i. Resourceful and meticulous when accessing child's developmental activity reports ii. Analytical when comparing child's skills to normal developmental charts Detail when checking child for functional ability skills iii. Justified, empathy and patience when confirming child's level of skill with child/guardian/parent			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Develop social behaviour rehabilitation individual care plan (ICP)	i. Content of post assessment finding such as : <ul style="list-style-type: none"> <li>• Type of social behaviour ICP (e.g. for ABA, aggressiveness for ADHD, speech)</li> <li>• Definition of social behaviour ICP</li> </ul> ii. Objective of ICP such as: <ul style="list-style-type: none"> <li>• Criterion in choosing ICP objective</li> <li>• Quality of ICP</li> </ul> iii. Arrangement of ICP including: <ul style="list-style-type: none"> <li>• Functional skill</li> <li>• Child's severity</li> <li>• Age</li> <li>• Gender/cultural</li> </ul> iv. Range of duration such as: <ul style="list-style-type: none"> <li>• Short term / Long term</li> </ul>			16	Lecture, Group Discussion, Case Study	i. Type of social ICP ascertained ii. Criterion and quality of social ICP considered in concluded ICP objective iii. Arrangement of ICP considered in concluded social ICP duration iv. Details of social ICP activity preparations carried out v. Structure and criterion of social ICP plan and activity confirmed with supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	v. Process of preparing ICP activity including: <ul style="list-style-type: none"> <li>• Type of activity (based on severity of disability)</li> <li>• Content of activity</li> <li>• Quality of activity</li> <li>• Arrangement of activities</li> <li>• Method of measurement</li> </ul> vi. Process of verifying such as: <ul style="list-style-type: none"> <li>• Structure of plan</li> <li>• Criterion of verifying</li> </ul>					
		i. Determine type of social behaviour ICP to improve social behaviour in community		38	Demonstration and Coaching	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>ii. Determine objective of social behaviour ICP</li> <li>iii. Determine duration of social behaviour ICP</li> <li>iv. Prepare social behaviour ICP activity</li> <li>v. Verify planned social behaviour ICP and ICP activity with supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Accurate in determining type of social ICP</li> <li>ii. Realistic and precise in determining objective of social ICP</li> <li>iii. Realistic and justified in determining duration of social ICP</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iv. Compliance to guidelines and thorough when preparing social ICP activity</li> <li>v. Compliance to standard procedure, justified and clear communication when verifying planned social ICP and ICP activity</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out social behaviour rehabilitation individual care plan (ICP) activity	i. Process of protocol such as: <ul style="list-style-type: none"> <li>• Requirement</li> <li>• Rationale of choosing this activity</li> <li>• Procedure: sequence the protocol, monitor &amp; review</li> </ul> ii. Social behaviour ICP materials including: <ul style="list-style-type: none"> <li>• Type (based on severity of disability)</li> <li>• Aims (to achieve objectives)</li> <li>• Sources (location, quality, quantity)</li> </ul> iii. Elements in ushering such as: <ul style="list-style-type: none"> <li>• Safe/disable friendly</li> </ul>			24	Lecture, Group Discussion, Case Study	i. Process of ICP protocol ascertained ii. Types, aims and source of social ICP confirmed and set up iii. Child guided to activity area in a conducive and friendly manner iv. Positive relationship built with child v. Technique of ICP activity carried out vi. Details of child's performance/ response/ skill monitored vii. Monitored child's performance/ response/ skill interpreted and noted viii. Child's level of improvement documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Conducive ways of usher</li> <li>iv. Building relationship such as:               <ul style="list-style-type: none"> <li>• Characteristics: Facial expression, body language, response</li> <li>• Objective of interaction</li> <li>• Measurement of interaction: Passive, Resistant, Positive</li> </ul> </li> <li>v. Technique of performing including:               <ul style="list-style-type: none"> <li>• Measurement of activity (based on severity of disability)</li> </ul> </li> <li>vi. Interpret response               <ul style="list-style-type: none"> <li>• Criterion : positive, negative</li> </ul> </li> </ul>					ix. Social ICP progress report presented to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>vii. Details of social behaviour ICP improvement record including:</p> <ul style="list-style-type: none"> <li>• Level of achievement (based on severity of disability)</li> <li>• Periodic (3months basis)</li> </ul> <p>viii. Content of report including:</p> <ul style="list-style-type: none"> <li>• Clear and understandable content</li> <li>• Progress description</li> <li>• Justification of improvement in comparison to objectives</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Determine social behaviour ICP activity protocol</li> <li>ii. Prepare social behaviour ICP activity materials</li> <li>iii. Usher child to social behaviour ICP activity area</li> <li>iv. Develop rapport with child</li> <li>v. Perform ICP activity with child</li> <li>vi. Observe child's performance and response/skills</li> <li>vii. Record child's progress</li> <li>viii. Prepare child's ICP progress report</li> <li>ix. Submit child's ICP progress report</li> </ul>		58	Simulation, Coaching, Demonstration	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude</u> <ul style="list-style-type: none"> <li>i. Compliance to guidelines when determining social ICP activity protocol</li> <li>ii. Organised and meticulous when preparing social ICP activity materials</li> <li>iii. Compliance to guidelines and reassuring when ushering child</li> <li>iv. Friendly, positive and creative when developing rapport</li> <li>v. Compliance to guidelines and patience when performing ICP activity</li> <li>vi. Accurate and analytical when observing child's performance/resp</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p>onse/skill</p> <p>vii. Accurate when recording child's progress and preparing report</p> <p>viii. Compliance to standard procedure when submitting report</p> <p><u>Safety</u></p> <p>i. Compliance to health and safety standards</p> <p>ii. ICP materials safe/ non-hazardous for children with special needs</p> <p>iii. Ergonomic positions and postures when handling children</p> <p><u>Environment</u></p> <p>i. Recycle paper where applicable</p>			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate child's progress report	i. Details of arrangement such as: <ul style="list-style-type: none"> <li>• Level of improvement</li> <li>• Area of improvement</li> </ul> ii. Characteristics of progress such as: <ul style="list-style-type: none"> <li>• Comparison to normal developmental milestones</li> </ul> iii. Details for justification such as: <ul style="list-style-type: none"> <li>• Improvement in comparison to objectives</li> </ul> iv. Format of proposal such as: <ul style="list-style-type: none"> <li>• Objective</li> <li>• Contents</li> <li>• Understandable</li> </ul>			8	Lecture, Group Discussion, Case Study	i. Social ICP improvement records correctly arranged ii. Progress of child verified based on chart/checklist iii. Level of child's progress deduced against social ICP objectives iv. Next rehabilitation program or ICP activity recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile child's periodic social behaviour ICP progress reports</li> <li>ii. Check child for progress in social behaviour ICP activity</li> <li>iii. Conclude level of child's progress</li> <li>iv. Propose next program or activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling periodic social ICP progress reports</li> <li>ii. Meticulous and accurate when checking progress of child</li> <li>iii. Analytical when concluding level of child's progress</li> <li>iv. Justified when proposing next program or activity to supervisor</li> </ul>	18	Observation, Project	

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
03.05 Demonstrate safety skills 03.06 Respond appropriately to people and situations 03.07 Resolve interpersonal conflicts 03.08 Develop and maintain a cooperation within work group 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess client/customer needs 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations/systems	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Social behaviour Rehabilitation/Social skills equipment (card games, board games, play corner, musical instruments, toy kitchen)	1 : 5
2. Copy of Rehabilitation Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25

## REFERENCES

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	CHILDREN WITH SPECIAL NEEDS ADVICE AND GUIDANCE						
<b>Learning Outcome</b>	<p>The person who is competent in this CU should be able to ensure that issues and misbehaviour of <i>Children with Special Needs</i> are effectively and promptly address using proper advice and guidance technique in accordance with regulatory requirements and, Standard Operating Procedures. Upon completion of this competency unit, trainer will be able to:-</p> <ul style="list-style-type: none"> <li>• Assess <i>Children with Special Needs</i> behaviour</li> <li>• Conduct <i>Children with Special Needs</i> advice and guidance</li> <li>• Evaluate <i>Children with Special Needs</i> advice and guidance effectiveness</li> <li>• Prepare <i>Children with Special Needs</i> advice and guidance report</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 C11	<b>Level</b>	Three (3)	<b>Training Duration</b>	80 Hours	<b>Credit Hours</b>	8
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>	<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>	
1. Assess <i>Children with Special Needs</i> behaviour	i. Types of <i>Children with Special Needs</i> misbehaviour, such as:- <ul style="list-style-type: none"> <li>• Emotions (anxiety, depression)</li> <li>• Behaviour (aggression)</li> </ul>			4	Lecture, Group discussion and Case study	i. Types of <i>Children with Special Needs</i> misbehaviour and good behaviour specified ii. Details of compiling behaviour report and appreciation report verified iii. Method to analyse behaviour issues	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Physical function (psychogenic disorders)</li> <li>• Mental performance (problems at school)</li> </ul> ii. Types of <i>Children with Special Needs</i> good behaviour, such as:- <ul style="list-style-type: none"> <li>• Careful and kind</li> <li>• Polite and friendly</li> <li>• Helpful to each other</li> <li>• Quiet when appropriate</li> <li>• Hardworking and respectful</li> </ul> iii. Details of compiling behaviour report, such as:-					ascertained iv. Planning to overcome issues performed v. Investigation techniques applied vi. Types of reward and privileges proposed vii. Format of behaviour assessment report applied



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Source of complaint (teacher/school , friends, caregiver)</li> <li>• Types of issues</li> <li>• Severity of issues</li> <li>• Particulars of complainant</li> </ul> iv. Details of compiling appreciation <i>Children with Special Needs</i> good behaviour report, such as:- <ul style="list-style-type: none"> <li>• Source of recognition (teacher/school , friends, caregiver)</li> <li>• Types of appreciation</li> </ul> v. Method of analysis issues, such as:- <ul style="list-style-type: none"> <li>• Parties involved</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Severity of the issue</li> <li>• Past by referring cases</li> </ul> vi. Details of planning to overcome issues/case, such as:- <ul style="list-style-type: none"> <li>• Create discussion group</li> <li>• Get the opinion from superior</li> <li>• Create investigation group</li> </ul> vii. Technique of investigation:- <ul style="list-style-type: none"> <li>• Discussion with respective <i>Children with Special Needs</i></li> <li>• Interview</li> <li>• Written report by respective child</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>viii. Types of reward and privileges, such as:-</p> <ul style="list-style-type: none"> <li>• Stamps on work</li> <li>• Positive letters home/good news slips</li> <li>• Special responsibilities e.g. Helping the younger children</li> <li>• Free choice of activity</li> <li>• Special behaviour certificate in Achievement Assembly</li> </ul> <p>ix. Format of behaviour assessment report</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Identify types of <i>Children with Special Needs</i> good behaviour and miss-behaviour</li> <li>ii. Compile <i>Children with Special Needs</i> behaviour reports</li> <li>iii. Analyse behaviour issues</li> <li>iv. Recommend type of actions</li> <li>v. Document <i>Children with Special Needs</i> behaviour assessment</li> </ul>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Resourceful when identifying types of behaviour</li> <li>ii. Resourceful when compiling behaviour reports</li> </ul>	8	Role play and Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iii. Resourceful, analytical and organised when analysing behaviour issues in report</li> <li>iv. Justified when recommending type of actions</li> <li>v. Organised and compliance to SOP when documenting behaviour assessment</li> </ul> <p><u>Safety:</u></p> <ul style="list-style-type: none"> <li>i. Control aggression</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Conduct <i>Children with Special Needs</i> advice and guidance	i. Purpose of <i>Children with Special Needs</i> advice and guidance such as:- <ul style="list-style-type: none"> <li>• Social growth</li> <li>• Academic growth</li> <li>• Personal attributes /personal growth</li> </ul> ii. Procedure to arrange meeting with <i>Children with Special Needs</i> and their parents iii. <i>Children with Special Needs</i> advice and guidance technique, such as:- <ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Controlling</li> <li>• Rewards</li> <li>• Motivation</li> </ul>			4	Lecture, Group discussion and Shop talk	i. Purpose of <i>Children with Special Needs</i> advice and guidance ascertained ii. Standard procedure for meeting arrangement applied iii. Methods of <i>Children with Special Needs</i> advice and guidance chosen iv. Details of <i>Children with Special Needs</i> developmental advice and guidance approach practiced v. Standard format for advice and guidance progress records applied

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Coaching</li> </ul> <p>iv. <i>Children with Special Needs</i> developmental advice and guidance approach, such as:-</p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Promote positive reinforcement</li> <li>• Consistency guidance from parents and children caregiver</li> </ul> <p>v. <i>Children with Special Needs</i> advice and guidance progress record, including:-</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Content</li> </ul>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Identify objective of <i>Children with Special Needs</i> for advice and guidance</li> <li>ii. Arrange meeting with <i>Children with Special Needs</i> and their parents</li> <li>iii. Select <i>Children with Special Needs</i> advice and guidance technique</li> <li>iv. Apply children developmental advice and guidance approach</li> <li>v. Record <i>Children with Special Needs</i> advice and guidance progress</li> </ul>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Resourceful and justified when identifying</li> </ul>	12	Role play, Demonstration and Simulation	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			objectives of advice and guidance ii. Organised and courteous when arranging meeting iii. Resourceful and rational selecting advice and guidance technique iv. Justified and clear communication when applying developmental advice and guidance approach v. Organised and conform to SOP when recording advice and guidance progress  <u>Safety:</u> i. Control aggression			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Evaluate <i>Children with Special Needs</i> advice and guidance effectiveness	i. Contents of advice and guidance report, such as:- <ul style="list-style-type: none"> <li>• Highlight good behaviour</li> <li>• Recognise personal wellbeing</li> <li>• Realistic decision about learning and career options</li> </ul> ii. Technique of analysing <i>Children with Special Needs</i> advice and guidance report, such as:- <ul style="list-style-type: none"> <li>• Feedback from school's teacher/ counsellor</li> <li>• Feedback from children</li> <li>• Feedback from caregiver</li> </ul> iii. Types of self-			10	Lecture, Group discussion and Shop talk	i. Contents of advice and guidance report assessed for progress ii. Feedback from stakeholders in <i>Children with Special Needs</i> advice and guidance report studied iii. Selected type of self-reflection program informed to children iv. Effective guidance and self-reflecting techniques applied to lead children through the self-reflection program v. Ineffective advice and guidance technique improvised for identified children vi. Identified cases of ineffective advice

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	reflection program, such as:- <ul style="list-style-type: none"> <li>• Leadership program</li> <li>• CSR Program</li> <li>• Teambuilding</li> <li>• Community Service</li> </ul> iv. Technique of guiding <i>Children with Special Needs</i> for improvement, such as:- <ul style="list-style-type: none"> <li>• Support with relevant information</li> <li>• Create group discussion</li> <li>• Additional class</li> </ul> v. Technique of child self-reflection, such as:- <ul style="list-style-type: none"> <li>• Encouragement</li> <li>• Role model</li> <li>• Attitude</li> <li>• Story telling</li> </ul>					and guidance technique passed to supervisor for further action vii. Standard advice and guidance recording format applied

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	vi. Technique of improvising ineffective advice and guidance for children, such as:- <ul style="list-style-type: none"> <li>• Continue advice and guidance</li> <li>• Compliment them on something they are doing well</li> <li>• Talk with the person face to face</li> <li>• Discussion</li> </ul> vii. Procedure of referring ineffective <i>Children with Special Needs</i> advice and guidance cases viii. Recording format					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Check <i>Children with Special Needs</i> advice and guidance progress</li> <li>ii. Analyse outcome of <i>Children with Special Needs</i> advice and guidance activity</li> <li>iii. Advise <i>Children with Special Needs</i> on self-reflection program</li> <li>iv. Guide <i>Children with Special Needs</i> for self-reflection program</li> <li>v. Revise ineffective advice and guidance technique</li> <li>vi. Refer ineffective advice and guidance cases to supervisor</li> <li>vii. Update <i>Children with Special</i></li> </ul>		26	Demonstration and Role play	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		Needs advice and guidance record	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Detail when checking for advice and guidance progress</li> <li>ii. Meticulous when analysing outcome of advice and guidance</li> <li>iii. Build rapport and clear communication when advising children on self-reflection program</li> <li>iv. Resourceful, appropriate and innovative when revising ineffective advice and guidance techniques</li> <li>v. Justified and organised when</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			referring ineffective advice and guidance cases to supervisor vi. Conform to SOP when updating advice and guidance records  <u>Safety:</u> i. Control aggression			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Prepare <i>Children with Special Needs</i> advice and guidance report	i. Procedure of identifying <i>Children with Special Needs</i> records including: <ul style="list-style-type: none"> <li>• Format and contents of records related to advice and guidance</li> </ul> ii. Type of supporting document to compile report, such as:- <ul style="list-style-type: none"> <li>• School progress report</li> <li>• Caregiver log book</li> <li>• Participation certificates</li> </ul> iii. Contents of <i>Children with Special Needs</i> advice and guidance report, such as:- <ul style="list-style-type: none"> <li>• <i>Children with Special Needs</i></li> </ul>			4	Lecture, Group discussion and Shop talk	i. Records and supporting documents for advice and guidance report gathered ii. Contents of <i>Children with Special Needs</i> advice and guidance report verified and prepared iii. Procedure to submit <i>Children with Special Needs</i> advice and guidance report followed



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	Information <ul style="list-style-type: none"> <li>• Particular of issues</li> <li>• <i>Children with Special Needs</i> achievement</li> <li>• Guidance activities</li> </ul> iv. Procedure to submit <i>Children with Special Needs</i> advice and guidance report					
		i. Compile supporting documents for advice and guidance report ii. Prepare <i>Children with Special Needs</i> advice and guidance report iii. Submit <i>Children with Special Needs</i> advice and guidance report		12	Coaching and Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>i. Resourceful and meticulous when compiling <i>Children with Special Needs</i> records and supporting documents</li> <li>ii. Organised and meticulous when preparing <i>Children with Special Needs</i> advice and guidance report</li> <li>iii. Resourceful and conform to SOP when submitting <i>Children with Special Needs</i> advice report</li> </ul>			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information 01.02 Document information, procedures or processes 01.04 Analyse information 01.11 Apply thinking skills and creativity 02.01 Interpret and follow manuals, instructions and SOP's 02.03 Communicate clearly 02.04 Prepare brief reports and checklist using standard forms 02.05 Read/interpret flowcharts and pictorial information 02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.01 Apply cultural requirements to the workplace 03.02 Demonstrate integrity and apply ethical practices 03.03 Accept responsibility for own work and work area 03.04 Seek and act constructively upon feedback about performance 03.08 Develop and maintain a cooperation within work group 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.13 Develop and maintain team harmony and resolve conflicts 04.01 Organize own work activities 04.02 Set and revise own objectives and goals 04.03 Organize and maintain own workplace 04.04 Apply problem solving strategies 04.05 Demonstrate initiative and flexibility 06.01 Understand systems 06.02 Comply with and follow chain of command 06.03 Identify and highlight problems 06.04 Adapt competencies to new situations / systems	1. Communication skills 2. Conceptual skills 3. Interpersonal skills 4. Learning skills 5. Leadership skills 6. Multitasking and prioritizing 7. Self-discipline 8. Teamwork

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Checklists	1 : 1
2. Log books	1 : 1
3. Children's records	1 : 1
4. Stationery	1 : 1
5. IT Equipment	1 : 2
6. Projector with white screen	1 : 25
7. Child protection policy	1 : 1

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## CURRICULUM of COMPETENCY UNIT (CoCU)

<b>Sub Sector</b>	CHILDREN SERVICES						
<b>Job Area</b>	CHILDREN WITH SPECIAL NEEDS						
<b>NOSS Title</b>	CHILDREN WITH SPECIAL NEEDS CARE AND EDUCATION PRACTICE						
<b>Competency Unit Title</b>	GIFTED CHILD OBSERVATION AND ASSESSMENT						
<b>Learning Outcome</b>	<p>The person who is competent in this CU shall be able to entertain the developmental needs of gifted children whom are placed in mainstream child care centres. Upon completion of this competency unit, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out child observation</li> <li>• Prepare enhancement activity</li> <li>• Carry out enhancement activity</li> <li>• Evaluate enhancement activity</li> </ul>						
<b>Competency Unit ID</b>	CC-015-3:2014 E01	<b>Level</b>	Three (3)	<b>Training Duration</b>	120 Hours	<b>Credit Hours</b>	12
<b>Work Activities</b>	<b>Related Knowledge</b>	<b>Related Skills</b>		<b>Attitude / Safety / Environmental</b>	<b>Training Hours</b>	<b>Delivery Mode</b>	<b>Assessment Criteria</b>
1. Carry out child observation	i. Theory of child development ii. Definition of gifted child iii. Types of gifted child domain characteristic, including: <ul style="list-style-type: none"> <li>• Math</li> <li>• Linguistic</li> <li>• Kinaesthetic</li> <li>• Intrapersonal</li> </ul>				6	Seminar, Lecture, Case Study, Group Discussion, E-Learning Facilitated	i. Characteristics of each gifted child domain understood ii. Different types of observation activity and their assessments carried out iii. Observation activity and assessment results documented and submitted to

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Naturalist</li> <li>• Musical</li> <li>• Spatial</li> <li>• Interpersonal</li> </ul> iv. Types of gifted child assessment, including: <ul style="list-style-type: none"> <li>• MIDAS for KIDS: my young child</li> <li>• MICA (multiple intelligences checklist for adults)</li> <li>• DISCOVER (Discovering intellectual strength and capabilities through observation while allowing for varied ethnic response) K-2, K3-5</li> <li>• Howard Gardner</li> </ul>					supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• The gifted checklist</li> </ul> v. Types of observation activity, including: <ul style="list-style-type: none"> <li>• Role play</li> <li>• Singing</li> <li>• Story telling</li> <li>• Counting</li> <li>• Matching</li> <li>• Group activity</li> </ul> vi. Format of report					
		i. Interpret gifted child domain characteristic ii. Perform observation activity iii. Produce report to superior	<u>Attitude</u> i. Meticulous and thorough when interpreting gifted child's domain characteristics	18	Observation, Project	



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>ii. Compliance to guidelines when performing observation activity</li> <li>iii. Compliance to standard format, honest and accurate when producing report</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. Assessment activity and materials safe/ non- hazardous for gifted children</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Prepare enhancement activity	i. Details of child development including: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Socio-emotional</li> <li>• Cognitive</li> <li>• Language</li> </ul> ii. Developmentally Appropriate Practice (DAP) iii. Principles of teaching approach for gifted child including: <ul style="list-style-type: none"> <li>• Process Based Instruction (PBI)</li> <li>• Play based</li> <li>• Child centered</li> </ul> iv. Utilization of space for activities v. Required tools, equipment and materials (TEM) for activities vi. Activity management such as: <ul style="list-style-type: none"> <li>• Age group</li> </ul>			8	Lecture, Group Discussion, Case Study	i. Details of gifted child enhancement activities schedule ascertained ii. Gifted child enhancement activities chosen suitable to developmentally appropriate practice and teaching approach for gifted child iii. Space utilisation, TEM and management of gifted child enhancement activities planned

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Learning environment</li> <li>• Arrangement of tools, equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>i. Identify gifted child enhancement activities schedule</li> <li>ii. Select gifted child enhancement activities</li> <li>iii. Organise gifted child enhancement activities resources</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Resourceful and thorough when identifying gifted child activities schedule</li> <li>ii. Meticulous and accurate when selecting gifted child</li> </ul>	22	Observation, Project and Mentoring	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p>enhancement activities</p> <p>iii. Resourceful, meticulous and orderly when organising gifted child enhancement activities resources</p> <p><u>Safety</u></p> <p>i. Compliance to health and safety standards</p> <p>ii. Enhancement activities and resources safe/ non- hazardous for gifted children</p>			

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out enhancement activity	i. Types of gifted child enhancement activities, such as: <ul style="list-style-type: none"> <li>• Math: values of number, counting, puzzle, manipulative, etc.</li> <li>• Linguistic: storytelling, acting, reading, etc.</li> <li>• Kinaesthetic: dancing, music and movement, gross motor movement, fine motor movement, locomotor movement, etc.</li> <li>• Intrapersonal: communication, moral values, doa recitation, etc.</li> </ul>			14	Lecture, Group Discussion, Case Study	i. Selected gifted child enhancement activities carried out ii. Types of responses towards gifted child enhancement activities monitored iii. Observation results for enhancement activity documented

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Naturalist: adopt characters, scientist, etc.</li> <li>• Musical: playing music instrument, singing, etc.</li> <li>• Spatial: drawing, sizes, shapes, etc.</li> <li>• Interpersonal: sharing, group activities, role play, etc.</li> </ul> <p>ii. Levels/types of responses (based on type of activities)</p> <p>iii. Format of record for enhancement of domain characteristics</p>					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Conduct gifted child enhancement activities</li> <li>ii. Observe gifted child enhancement activities</li> <li>iii. Record results of enhancement activity</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Compliance to guidelines and patience when conducting gifted child enhancement activities</li> <li>ii. Detail, vigilant and well-informed of types of responses when observing gifted child enhancement activities</li> </ul>	34	Demonstration, Observation, Project and Simulation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> <li>iii. Organised, neat and detail when recording enhancement of domain characteristics</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>i. Compliance to health and safety standards</li> <li>ii. Enhancement activity materials safe/ non-hazardous for gifted children</li> <li>iii. Ergonomic positions and postures when handling children</li> </ul>			



Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate enhancement activity	i. Arrangement of records <ul style="list-style-type: none"> <li>• Components of records</li> </ul> ii. Characteristics of progress (based on checklist) iii. Justification of improvement in comparison with gifted child enhancement activity objectives iv. Format of proposal including <ul style="list-style-type: none"> <li>• Content</li> <li>• Objective of program (higher level enhancement or other domain characteristic)</li> </ul>			6	Lecture, Group Discussion, Case Study	i. Enhancement of domain characteristic records correctly arranged ii. Progress of domain characteristic enhancement verified based on chart/checklist iii. Level of child's improvement deduced against enhancement activity objectives and documented iv. Next higher level of domain characteristic enhancement or enhancement activity for other domain characteristic recommended to supervisor

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> <li>i. Compile enhancement of domain characteristic records</li> <li>ii. Conclude progress of domain characteristic enhancement</li> <li>iii. Produce gifted child enhancement activities report</li> <li>iv. Propose next enhancement activity to supervisor</li> </ul>	<p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>i. Organised when compiling enhancement of domain characteristic records</li> </ul>	12	Observation, Project	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			ii. Analytical and accurate when concluding progress of domain characteristic enhancement iii. Justified and compliance to format when proposing next enhancement activity to supervisor			

## Employability Skills

Core Abilities	Social Skills
01.01 Identify and gather information	1. Communication skills
01.02 Document information, procedures or processes	2. Conceptual skills
01.03 Utilize basic IT applications	3. Interpersonal skills
01.04 Analyse information	4. Learning skills
01.05 Utilize the Internet to locate and gather information	5. Leadership skills
01.06 Utilize word processor to process information	6. Multitasking and prioritizing
01.07 Utilize database applications to locate and process information	7. Self-discipline
01.08 Utilize spreadsheets applications to locate and process information	8. Teamwork
01.09 Utilize business graphic application to process information	
01.10 Apply a variety of mathematical techniques	
01.11 Apply thinking skills and creativity	
02.01 Interpret and follow manuals, instructions and SOP's	
02.02 Follow telephone/ telecommunication procedures	
02.03 Communicate clearly	
02.04 Prepare brief reports and checklists using standard forms	
02.05 Read/interpret flowcharts and pictorial information	
02.06 Write memos and letters	
02.07 Utilize Local Area Network (LAN)/Intranet to exchange information	
02.08 Prepare pictorial and graphic information	
02.09 Prepare flowcharts	
02.10 Prepare reports and instructions	
02.11 Convey information and ideas to people	
03.01 Apply cultural requirements to the workplace	
03.02 Demonstrate integrity and apply ethical practices	
03.03 Accept responsibility for own work and work area	
03.04 Seek and act constructively upon feedback about performance	

Core Abilities	Social Skills
<ul style="list-style-type: none"> <li>03.05 Demonstrate safety skills</li> <li>03.06 Respond appropriately to people and situations</li> <li>03.07 Resolve interpersonal conflicts</li> <li>03.08 Develop and maintain a cooperation within work group</li> <li>03.14 Facilitate and coordinate teams and ideas</li> <li>03.15 Liaise to achieve identified outcomes</li> <li>03.16 Identify and assess client/customer needs</li> <li>04.01 Organize own work activities</li> <li>04.02 Set and revise own objectives and goals</li> <li>04.03 Organize and maintain own workplace</li> <li>04.04 Apply problem solving strategies</li> <li>04.05 Demonstrate initiative and flexibility</li> <li>04.07 Negotiate acceptance and support for objectives and strategies</li> <li>05.01 Implement project/work plans</li> <li>06.01 Understand systems</li> <li>06.02 Comply with and follow chain of command</li> <li>06.03 Identify and highlight problems</li> <li>06.04 Adapt competencies to new situations/systems</li> </ul>	

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Gifted Child Developmental/Educational equipment (musical items, storybook, 3M Books, Card Games, Drawing/colouring tools)	1 : 5
2. Copy of Gifted Child - 8 Domain Characteristic Manuals	1 : 1
3. Copy of child's record	1 : 1
4. Sample of assessment checklist	1 : 1
5. Tools and equipment for assessment (Evaluation, profile/checklist)	1 : 5
6. Sample of stimulation checklist	1 : 1
7. Tools and equipment for stimulation activities	1 : 5
8. Copy of Child Protection Policy	1 : 1
9. Stationery	1 : 1
10. IT Equipment	1 : 2
11. Projector with White Screen	1 : 25

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# APPENDICES

CODE	CU	WA	RK	RS	RK+RS	TOTAL
CC-015-3:2014-C01	CHILDREN SAFETY AND HEALTH PRACTICE	Determine children safety and health practice requirement	4	6	10	100
		Carry-out safety and health practices	10	20	30	
		Carry-out emergency response	12	28	40	
		Report safety and health practices	6	14	20	
CC-015-3:2014-C02	CHILDREN WITH SPECIAL NEEDS ROUTINE HANDLING	Organise receiving and returning activities	14	34	48	120
		Organise self-care activities	6	18	24	
		Organise meals activities	6	18	24	
		Organise sleeping and resting activities	6	18	24	
CC-015-3:2014-C03	CHILDREN MOTOR SKILLS DEVELOPMENTAL ACTIVITY	Interpret child's motor skills developmental record	4	8	12	120
		Conduct motor skills assessment activity	10	26	36	
		Carry out motor skills stimulation activity	18	42	60	
		Evaluate child's motor skills developmental progress report	4	8	12	
CC-015-3:2014-C04	CHILDREN COGNITIVE SKILLS DEVELOPMENTAL ACTIVITY	Interpret child's cognitive skills developmental record	4	8	12	120
		Conduct cognitive skills assessment activity	10	26	36	
		Carry out cognitive skills stimulation activity	18	42	60	
		Evaluate child's cognitive skills developmental progress report	4	8	12	
CC-015-3:2014-C05	CHILDREN SOCIAL SKILLS DEVELOPMENTAL ACTIVITY	Interpret child's social skills developmental record	4	8	12	120
		Conduct social skills assessment activity	10	26	36	
		Carry out social skills stimulation activity	18	42	60	
		Evaluate child's social skills developmental progress report	4	8	12	
CC-015-3:2014-C06	CHILDREN SELF-HELP SKILLS DEVELOPMENTAL ACTIVITY	Interpret child's self-help skills developmental record	4	8	12	120
		Conduct self-help skills assessment activity	10	26	36	
		Carry out self-help skills stimulation activity	18	42	60	
		Evaluate child's self-help skills developmental progress report	4	8	12	
CC-015-3:2014-C07	CHILDREN WITH SPECIAL NEEDS EDUCATIONAL REHABILITATION ACTIVITY	Interpret post assessment findings	4	14	18	180
		Develop educational rehabilitation individual care plan (ICP)	16	38	54	
		Carry out educational rehabilitation individual care plan (ICP) activity	24	58	82	
		Evaluate child's progress report	8	18	26	
CC-015-3:2014-C08	CHILDREN WITH SPECIAL NEEDS VOCATIONAL REHABILITATION ACTIVITY	Interpret post assessment findings	4	14	18	180
		Develop vocational rehabilitation individual care plan (ICP)	16	38	54	
		Carry out vocational rehabilitation individual care plan (ICP) activity	24	58	82	
		Evaluate child's progress report	8	18	26	
CC-015-3:2014-C09	CHILDREN WITH SPECIAL NEEDS MEDICAL REHABILITATION	Interpret post assessment findings	4	14	18	180
		Develop medical rehabilitation individual care plan (ICP)	16	38	54	
		Carry out medical rehabilitation individual care plan (ICP) activity	24	58	82	
		Evaluate child's progress report	8	18	26	
CC-015-3:2014-C10	CHILDREN WITH SPECIAL NEEDS SOCIAL BEHAVIOUR REHABILITATION ACTIVITY	Interpret post assessment findings	4	14	18	180
		Develop social behaviour rehabilitation individual care plan (ICP)	16	38	54	
		Carry out social behaviour rehabilitation individual care plan (ICP) activity	24	58	82	
		Evaluate child's progress report	8	18	26	
CC-015-3:2014-C11	CHILDREN WITH SPECIAL NEEDS ADVICE AND GUIDANCE	Assess Children with Special Needs behaviour	4	8	12	80
		Conduct Children with Special Needs advice and guidance	4	12	16	
		Evaluate Children with Special Needs advice and guidance effectiveness	10	26	36	
		Prepare Children with Special Needs advice and guidance report	4	12	16	
<b>Total Hours Core Competencies</b>			<b>438</b>	<b>1062</b>	<b>1500</b>	<b>1500</b>
CC-015-3:2014-E01	GIFTED CHILD OBSERVATION AND ASSESSMENT	Carry out child observation	6	18	24	120
		Prepare enhancement activity	8	22	30	
		Carry out enhancement activity	14	34	48	
		Evaluate enhancement activity	6	12	18	
<b>Total Hours Elective Competencies</b>			<b>34</b>	<b>86</b>	<b>120</b>	<b>120</b>

## **GLOSSARY**

### **TERMS**

### **DESCRIPTION**

Age Appropriate	The age, or level, that most children can accomplish the tasks being considered.
Applied Behaviour Analysis (ABA)	Applied behaviour analysis (ABA) is the use of techniques and principles to bring about meaningful and positive change in behaviour while reducing those that may cause harm or interfere with learning. A wide variety of ABA techniques have been developed for building useful skills in learners with autism – from toddlers through adulthood.
Attention-Deficit/Hyperactive Disorder (ADD/ADHD)	The essential feature is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in children at a comparable level of development.
Audiologist	A health care professional who specializes in the branch of science, especially the treatment of individuals with hearing loss or impairment.
Autism	A developmental disorder that is present prior to the age of 3 that affects normal development of communication and social skills. Other behaviours that may be present include preoccupation with parts of objects, hand or finger flapping (self-stimulating behaviour), body rocking or self-injurious behaviour.
Autistic Spectrum Disorder (ASD)	A developmental disorder that is present prior to the age of 3 that affects normal development of communication and social skills. Other behaviours that may be present include preoccupation with parts of objects, hand or finger flapping (self-stimulating behaviour), body rocking or self-injurious behaviour. Autism is usually considered on a spectrum ranging from the more severe autistic disorder usually detected early in a child's life, to high functioning autism which may not be identified until later.
Barthel Index	The Barthel Index is an assessment which can be used to determine a baseline level of functioning and to monitor improvement in activities of daily living over time. The Barthel Index consists of 10 items that measure a person's daily functioning specifically the activities of daily living and mobility. The items include feeding, moving from wheelchair to bed and return, grooming, transferring to and from a toilet, bathing, walking on level surface, going up and down stairs, dressing, continence of bowels and bladder. The person receives a score based on whether they have received help while doing the task. The scores for each of the items are summed to create a total score. The

TERMS	DESCRIPTION
	<p>higher the score the more "independent" the person. Independence means that the person needs no assistance at any part of the task. If a person's does about 50% independently then the "middle" score would apply.</p>
Behavioural Difficulties/ Problems	<p>Problems in an individual's way of acting, behaving, or conducting him/herself. A child with behavioural difficulties may have difficulty following the rules of the classroom at school. Certain behaviours may become a problem when they interfere with everyday functioning. Causes of these behaviours may include physical, emotional, or intellectual factors</p>
Carer / Caregiver	<p>A person who provides care for someone else's child or children in their own home or, in the case of in home care, in the child's own home.</p>
Cerebral Palsy (CP)	<p>A condition caused by damage to the brain that results in problems with movement and posture. This damage usually occurs during the time the brain is developing before, during or soon after birth. The term cerebral involves the brain and palsy refers to a problem with muscle control, movement or posture.</p>
Childcare Providers	<p>Professionals who provide care for children when parents or primary caregivers are not available. A mother may place her child in an infant day care setting with a childcare provider, for example, while she is at work.</p>
<i>Children with Special Needs</i>	<p>Children with special needs are children with a variety of different disabilities, health and mental health conditions that require special intervention, services, or support including individuals with Global Developmental Delay, Autism, Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia and Down syndrome</p>
Client	<p>Client refers to individuals or groups in relation to the care center, including the child, parents, caregiver, the care center management, community and stakeholder</p>
Cognitive	<p>Refers to the process of thought, or thinking.</p>
Cognitive Abilities	<p>The various ways people become mentally aware of their surroundings. These mental processes include functions such as, learning, perception, memory, imagination, and use of language.</p>
Cognitive Development	<p>The development of the functions of the brain including perception, memory, imagination, and use of language.</p>

<b>TERMS</b>	<b>DESCRIPTION</b>
Communicate	Passing information from one person to another; to make something known. People communicate both verbally (through words) and non-verbally (through facial expressions, body movements, etc.).
Communication	The process of passing information from one person to another; to make something known. People communicate both verbally (through words) and non-verbally (through facial expressions, body movements, etc.).
Communication Development	The process of growth whereby a child acquires and masters the necessary skills to pass information to, and receive information from, another person.
Complainant	A person who makes a complaint, usually before justices; plaintiff
Daily Living Skills	The necessary tasks and functions required to function on a daily or regular basis. As children grow and develop, additional skills become necessary.
Denver Chart	The Denver Developmental Screening Test (DDST), commonly known as the Denver Scale, is a test for screening cognitive and behavioural problems in preschool children. The scale reflects what percentage of a certain age group is able to perform a certain task. In a test to be administered by a paediatrician or other health or social service professional, a subject's performance against the regular age distribution is noted. Tasks are grouped into four categories (social contact, fine motor skill, language, and gross motor skill)
Development	The process of growth whereby a child acquires and masters skills in the areas of motor, cognitive, language, social-emotional and adaptive functioning.
Developmental Assessment	A developmental assessment is a comprehensive examination of a child's skills, behaviour, and family situation, conducted by a highly trained professional like a licensed psychologist. This in-person examination usually includes testing the child, using a variety of professional instruments like language, intelligence and social adaptation tests, and the careful interviewing of the child's family members. The best types of developmental assessments also include observations of children in natural settings like the home, school, the playground, etc., as well as being done by a team of experts, including psychologists, paediatricians, neurologists, etc.. These comprehensive assessments should conclude with detailed treatment plans on how best to help the child and family, with clear objectives and time lines for accomplishing the needed help.

<b>TERMS</b>	<b>DESCRIPTION</b>
Developmental Delay	A term used to describe the development of children who have not reached various milestones in the time frame that is typical for children of his or her chronological age in one or more areas of functioning.
Developmental disabilities	Mental or physical conditions beginning in childhood manifesting the following: 1) the child acquires skills at a slower rate than his or her peers, 2) the condition is expected to go on indefinitely, and 3) the condition restricts the child's ability to function in society. Developmental disabilities are mostly devastating for a family to deal with, changing visions of the future and providing immediate difficulties in caring for and educating a child. Diagnoses like autism, Down syndrome and intellectual disabilities often cause children to be removed from the mainstream, and parents must be fierce advocates to make sure their children receive the services, therapy, schooling, and inclusion they need and deserve.
Developmental Milestones	Developmental milestones are a set of functional skills or age-specific tasks that most children can do at a certain age range. Paediatricians use milestones to help check how a child is developing. Although each milestone has an age level, the actual age when a normally developing child reaches that milestone can vary quite a bit.
Developmental Stage	An extended period of time during the growth process where the thoughts, behaviours, and feelings of an individual remain relatively the same.
Developmentally Disabled	A person who, in the course of their growth, becomes substantially impaired either physically or mentally. Their basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working are significantly affected.
Diagnosis	Identification of a disease, disorder, or syndrome through a method of consistent analysis.
Disability	A substantially limiting physical or mental impairment which affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.
Disabled	Individuals who display a substantially limiting physical or mental impairment which affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning or working.
<i>Dyscalculia</i>	Children with dyscalculia have difficulty in acquiring mathematical skills. They may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

TERMS	DESCRIPTION
<i>Dyslexia</i>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. They may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.
<i>Dyspraxia</i>	Children with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. They may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.
Early Intervention	Specific services which are provided to infants and toddlers that shows signs of, or are at risk of, having a developmental delay. These services are often tailored to the specific needs of each child with the goal of furthering development. Early intervention services are often provided at no cost to children who qualify and their families.
Fine Motor Skills	Abilities that require coordination of the small muscles of the body such as picking up a small block with a thumb and finger.
Functional Development	Children grow, develop, and function in various areas called domains. These domains include cognitive, communication, motor, adaptive, social/emotional and sensory.
Functional Developmental Approach	One of the ways a person is defined as having a special need. A child is assessed in the functional areas of child development, including such domains as cognitive, communication, motor, adaptive, social/emotional and sensory.
<i>Gifted Child</i>	Gifted child is children with above average IQ who has talent in other area such as music or the arts.
Gross Motor Skills	Abilities that require coordination of the large muscles of the body such as arms and legs. Examples include jumping or climbing.
ICP	Individual Care Plan - A written care plan developed by the school personnel that describes goals and objectives for a child during the school year.

TERMS	DESCRIPTION
IEP, Individualized Education Plan	Every child receiving special education must have a written Individualized Education Program (IEP). This written program plan states the individual goals for the child, and the accommodations and services the school district agrees to provide for the child receiving special education.
Inclusion	For children with special needs or disabilities, inclusion means full participation in programs designed for typically developing children.
Intervention	Treatment or assistance given to improve a deficit or a lag in mental or physical functioning.
Language	There are two different parts of language, the type we receive (receptive language) and the part we send (expressive language). Receptive language involves the understanding of thoughts, feelings, desires, and the needs of others. Expressive language involves the verbal and non-verbal elements of communicating to others.
Learning	The process of gaining knowledge and skills.
Learning Difficulties	A disorder involving difficulties in listening, speaking, reading, writing, spelling, or performing math, where academic skills appear significantly below what would be expected given the person's intellectual capability.
Learning Disabilities	A disorder that impacts a person's ability to interpret what they see and hear and/or link information from different parts of the brain. These difficulties are not caused by mental retardation or known physical problems. Areas affected can include, but are not limited to, difficulty with language, reading, or writing, and attention.
Learning Disorders	Are diagnosed when a child's achievement on individually administered, standardized tests in reading, mathematics or written expression is substantially below that expected of the child's age, schooling and level of intelligence. The learning problems significantly interfere with academic achievement or activities of daily living that require reading, mathematical or writing skills.
Mathematical Disorder	The essential feature is mathematic ability (as measured by individually administered standardized tests of mathematical calculation or reasoning) that falls substantially below that expected of the child's chronological age, measured intelligence, and age-appropriate education.



<b>TERMS</b>	<b>DESCRIPTION</b>
Motor	Movement of the body carried out by a combination of the brain, nervous system, and muscles.
Motor Development	The process of growth whereby a child acquires and masters skills to be able to move their body. These are carried out by a combination of the brain, nervous system, and muscles.
Motor Skill	A person's capacity to move their body depends upon the development of motor abilities. These abilities, or skills, involve the use of large body movements (gross motor skills) and those that require small movements (fine motor skills).
Non-Verbal	There are two types of interpersonal communication, verbal and non-verbal. Non-verbal communication includes information that is transmitted without words, through body language, gestures, facial expressions or the use of symbols.
Normal Development	The typical or usual development of children. Development norms are based on years of research and observations of the usual pattern of children's development, noting when most children of a chronological age have mastered specific skills.
Occupational Therapy	A type of health care treatment to improve self-help skills and adaptive behaviour for people with development delays, illnesses, or injuries that impede their ability to function independently. New skills are taught as well as assistance in the areas of motor and sensory development.
Physical Development	A healthy body grows and changes over time in every area, such as height, weight, muscle growth and bone thickness. Physical development encompasses the growth of the entire human body.
Problem Solving	The skill of trying different approaches to resolve a difficulty or problem. Children (and people of all ages) learn from this trial-and-error process helping them to resolve similar problems in a more efficient way.
Psychologist	A specialist in one or more areas of psychology; a field of science that studies the mind and behaviours. Areas of specialty can include psychological testing and practitioners of therapy or counselling.
Reading Disorder	The essential feature is reading achievement (i.e., reading accuracy, speed or comprehension as measured by individually administered standardized tests) that falls substantially below that expected given the child's chronological age, measured intelligence, and age-appropriate education.

<b>TERMS</b>	<b>DESCRIPTION</b>
Reasoning	Using systematic logical thinking to solve problems or come to a conclusion.
Resources	Resources refers to the specific needs for engaging in an activity at the care center, including financial resources, human resources, equipment resources and goods and such other activities related to requirements.
Risk Factors	A factor is a condition that brings about a result. A risk is a chance that something may occur. With health concerns, and specifically Special Needs, certain conditions, such as genetics, may increase the possibility of diseases or disabilities developing.
Safety and Health	Occupational safety and health is an area concerned with protecting the safety, health and welfare of people engaged in work or employment. The goals of occupational safety and health programs include to foster a safe and healthy work environment. OSH may also protect co-workers, family members, employers, customers, and many others who might be affected by the workplace environment.
Screening for developmental skills	A comprehensive developmental evaluation which provides early detection of any developmental delays which in turn enables early intervention and treatment to be performed to meet child's developmental needs.  See also Denver Chart
Seizure	A condition when the brain fires electrical impulses at a rate up to four times higher than normal. Patterns of repeated seizures are referred to as epilepsy or Seizure Disorders. A seizure can be mild and brief, such as in many petit mal seizures where an individual may appear to have been daydreaming momentarily. Or they can be more dramatic as in the violent uncontrollable contraction of a group of muscles and unconsciousness.
Self-Care	A person's ability to use certain skills and resources to attend to their own needs. At each age in life a society has certain expectations about what their members are to accomplish.
Self-Injurious Behaviour	Self-inflicted bodily harm. Harm done to the self by an individual. Individuals with an autistic spectrum disorder are often prone to self-injurious behaviour.
Social Development	The process of development in which a child learns the skills, rules and values that will enable him or her to form connections and function among family members, peers and members of society.

TERMS	DESCRIPTION
Special Needs	The Special or unique, out-of-the-ordinary concerns created by a person's medical, physical, mental, or developmental condition or disability. Additional services are usually needed to help a person in one or more of the following areas, among others, thinking, communication, movement, getting along with others, and taking care of self.
Specific Learning Disability	A disorder that impacts a person's ability to interpret what they see and hear and/or link information from different parts of the brain in learning tasks. These difficulties are not caused by mental retardation or known physical problems. Specific areas can include, but are not limited to such areas as difficulty reading, writing, or math.
Syndrome	A group of signs or symptoms that are usually clustered together and characterize a disease or a condition. Down Syndrome is an example of a syndrome resulting from an extra chromosome that affects both the physical and intellectual development of the child.
Stimulation Activities	Activities designed to assist the individual in maximising their developmental/living skill or in the recovery of their developmental/living skill. Each activity provides a group of tasks listed by their level of difficulty.
Toddler	A child between the approximate ages of one and three. Prior to age one, children are referred to as infants, and at approximately age three, they become pre-schoolers. The name toddler is used because of the way a young child toddles around when first learning to walk.
Volitional Control	Volitional control is the ability to use one's own free will. The concept of volitional control applies to an individual's mental capacity to act freely and with an understanding of the consequences. For example, a person with a mental illness may lack volitional control.
Volunteers Screening	Volunteer Screening is committed to the process of screening candidates registered at the care center to ensure that it meets the eligibility requirements. These tests may include police screening and health tests.