

Unit: 01 Practice Negotiation Skills

Negotiation:

As a caregiver, negotiation may be required in various situations, such as determining care plans, managing client expectations, and discussing compensation. Here's how you can apply the topics I mentioned to negotiate effectively with your clients.

To memorize: Negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable.



Negotiation Skill:

Negotiation skills are inherent qualities that help two or more parties agree to a common logical solution.

- **Analyze and cultivate your BATNA(Best Alternative to a Negotiated Agreement):**
 1. Appropriate Language.
 2. Documentation
 3. Follow up plan
- **Negotiate the process:** Focus on the negotiation process itself, including the timing, location and agenda.

- **Build rapport:** Establish a positive relationship with the other party through common interests, humor, or empathy.
- **Listen actively:** Pay attention to the other party's perspective, emotions, and underlying interests.
- **Ask good questions:** Use open-ended and clarifying questions to gather information and understand the other party's needs and constraints.
- **Search for smart tradeoffs:** Identify mutually beneficial tradeoffs that create value for both parties and satisfy their priorities.
- **Be aware of the anchoring bias:** Recognize the initial offer's power to influence the negotiation's outcome and avoid being influenced by it.
- **Present multiple equipment offers:** Offer different packages of proposals that meet the other party's needs in different ways.
- **Try a contingent contract:** make the final agreement conditional on some future event or action, reducing the risk for both parties.
- **Plan for the implementation stage:** Consider the practicalities of implementing the agreement, including timelines, resources, and potential barriers.

Negotiation Skills and Tips

Listening skills

- Listen carefully and observe the other side's behavior.
- Poor listeners miss opportunities!

Be patient and respect the other side

- Always be respectful to your opponent. Be patient even if the other side is not. Your behavior during business negotiations make impressions.
- Keep calm. Use tact and diplomacy.
- One of the aims of negotiations is to make good business relationships.

Analytical Skills

Analytical Skills are basic for problem-solving situations.

Problem-solving skills

It is very important to have the ability to identify the problem and to find the way to solve the problem.

Be professional and control your emotions.

A loss of control could cause you to think irrationally, to loose negotiations and can lead to unfavorable results.

Persuasive skills

Use both verbal and nonverbal persuasion and influencing skills.

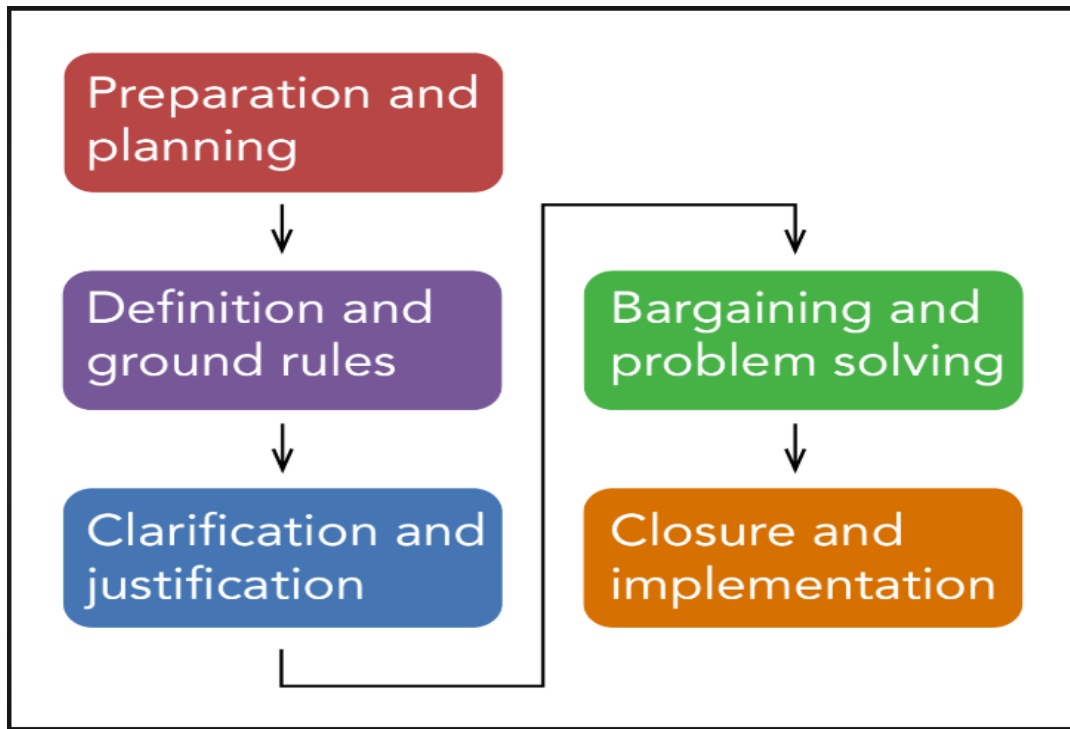
Communication skills

To succeed in business negotiations, you have to communicate clearly and effectively.




The process of negotiation:

- Preparation and planning.
- Definition and ground rules.
- Clarification and justification.
- Bargaining and problem solving.
- Closure and implementation.

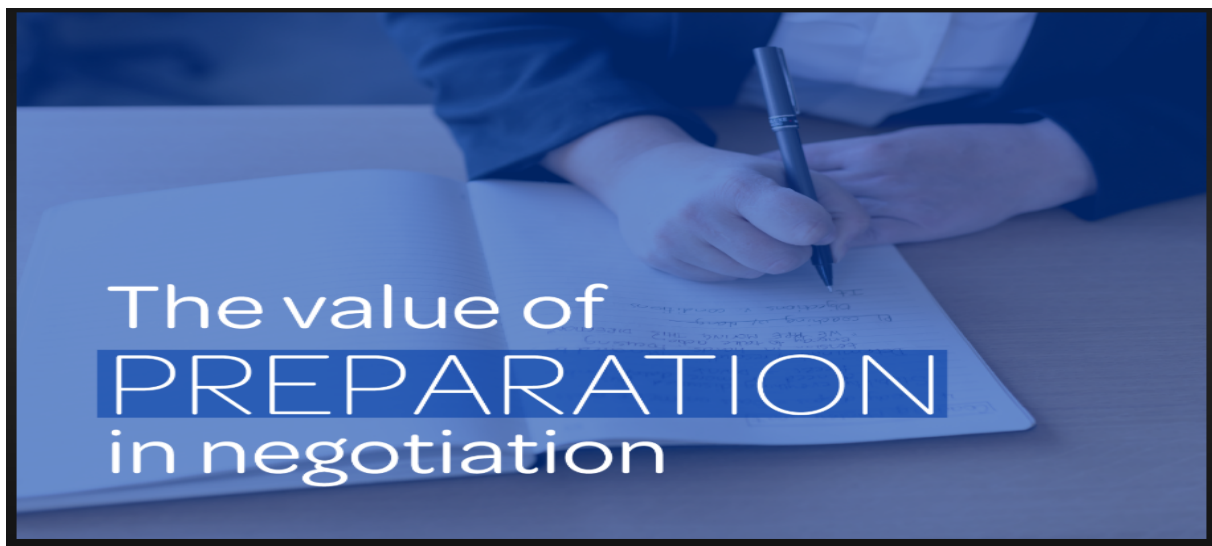


Negotiation Techniques:

- Set goals.
- Try to understand what others side wants.
- Determining where to negotiate.
- Know what you want to negotiate.
- Everything must be recorded.



Preparation for Negotiation:



01. Background information on other parties to the negotiation:

Importance of gathering background information on the other party before negotiating, including preferences, needs and values.

02. Good understanding of topic to be negotiated:

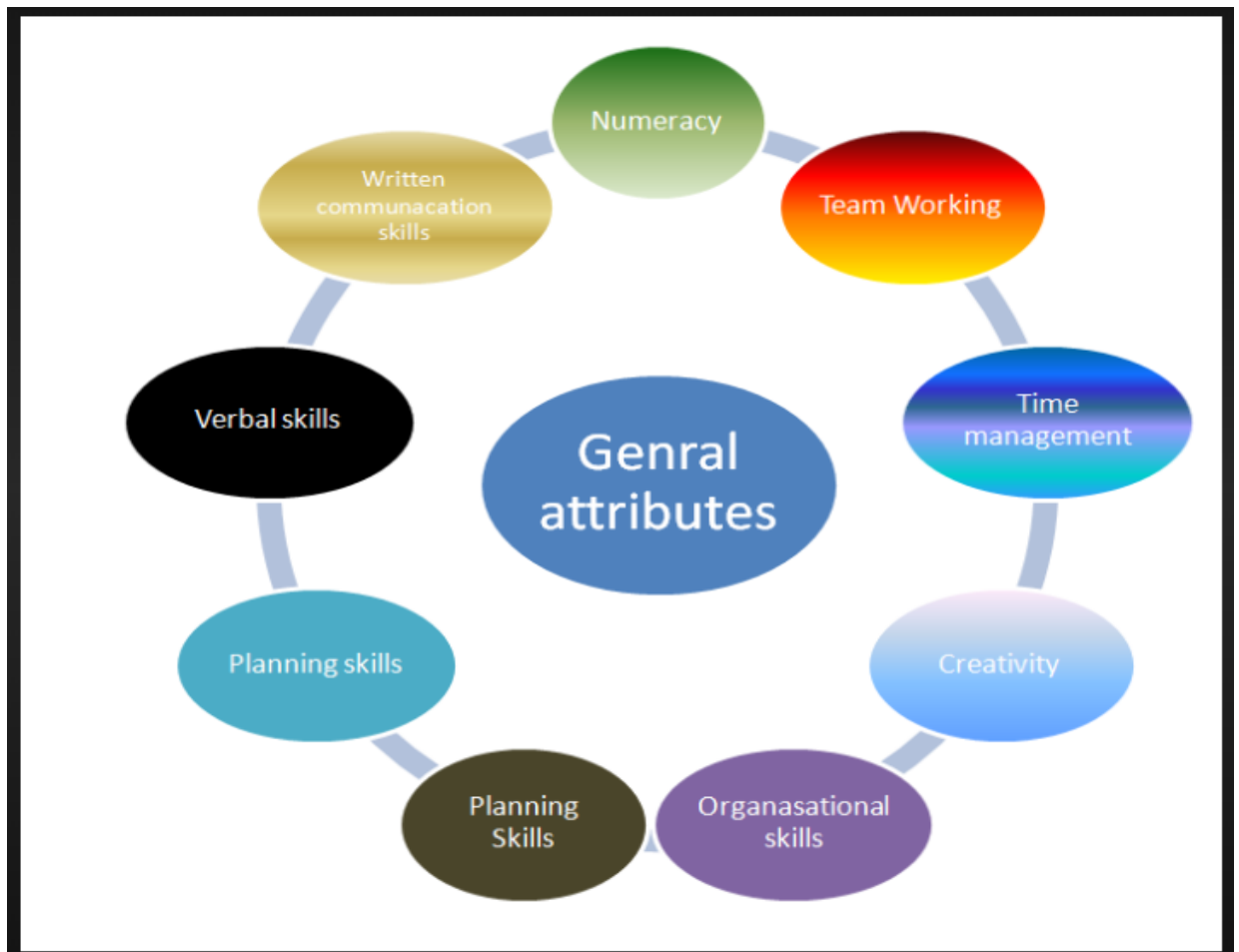
The significance of having a good understanding of the topic to be negotiated, such as a client's care plan, to negotiate effectively and find a mutually beneficial solution.

03. Clear understanding of desired outcomes:

The necessity of having a clear understanding of your desired outcome before negotiating to remain focused and increase the likelihood of reaching a satisfactory agreement.

04. Personal attributes:

Your personal attributes, such as self-esteem, objectivity, empathy, and respect for others, can have a significant impact on the negotiation process. It's important to approach the negotiation with an open mind and a positive attitude.



4.1 Self-esteem:

The importance of healthy self-esteem in negotiating effectively, while low self-esteem can lead to feeling powerless.

4.2 Objectively:

The significance of objectivity in negotiating, involving separating personal biases and emotions from the negotiation to understand the needs and interests of both parties.

4.3 Empathy:

The value of empathy in understanding the client's needs and concerns and building a positive rapport.

4.4 Respect for others:

The essentiality of having respect for the client, listening to their perspectives, being open to their ideas, and treating them with dignity and fairness for a more positive negotiation experience.

05. Interpersonal skills:

Interpersonal skills, such as listening, non-verbal communication, assertiveness, and seeking information, can help you to build rapport with your client and understand their needs and interests.



5.1 Listening/Reflecting:

The importance of effective listening and reflecting, summarizing and reflecting on the client's points to understand their needs and interests.

5.2 Non-verbal communication:

The significance of non-verbal communication, including body language, tone of voice, and facial expressions in understanding the client's needs and interests and building rapport.

5.3 assertiveness:

The balance of assertiveness with empathy and respect for the other person to communicate your position and stand your ground when necessary.

5.4 Behavior labeling:

The use of behavior labeling to identify and describe the other person's behavior, validate their feelings and concerns, and create a positive negotiation experience.

5.5 Testing understanding:

The use of testing understanding to clarify your client's position and needs to avoid misunderstandings and find mutually beneficial solutions.

5.6 Seeking information:

The importance of seeking information by asking questions and gathering information about the client's needs and interests to understand the issues at hand and find mutually beneficial solutions.

5.7 self- disclosure:

The balance of self-disclosure with a focus on the issues at hand and avoiding oversharing or making the negotiation too personal, to build rapport and create a positive negotiation experience.

06. Analytic skills:

Analytic skills, such as observing difference between content and process, identifying bargaining information, applying steps in the negotiating process, and managing conflict, can help you to negotiate effectively and find mutually beneficial solution.

6.1. Observing difference between content and process:

Being able to distinguish between what is being said and how it is being said to better understand needs and interests and identify potential roadblocks.

6.2 Identifying bargaining information:

Understanding needs and interests of parties involved, relevant laws and regulations, and potential areas of compromise or agreement.

6.3 Applying strategies to manage process:

Establishing rapport, managing conflict, using active listening, questioning, and reframing to clarify issues.

6.4 Applying steps in negotiating process:

Preparing for negotiation, identifying potential areas of agreement and disagreement, making concessions, finding creative solutions, and reaching a mutually beneficial agreement.

6.5 Strategies to manage conflict:

Remaining calm and professional, identifying potential areas of agreement and compromise, using effective communication skills and negotiation techniques.

6.6 steps in negotiating process:

Preparation, opening, exploring, bargaining, closing, and implementing the agreement using a systematic approach.

07. Options within organization and externally for resolving conflict:

Understanding the various options available for resolving conflict, such as mediation or arbitration, can help you to negotiate more effectively and find a solution that meets both your and the client's needs.

Non-verbal environments:

Negotiation in a non-verbal environment involves creating a welcoming atmosphere with friendly gestures, refreshments, and initiating small talk to build rapport and establish a positive tone for the negotiation.

2.1 Friendly reception: Non-verbal communication such as smile, eye contact and handshake can create a positive first impression and build trust between negotiators.



2.2 Warm and welcoming room: The environment should be comfortable and inviting, with appropriate lighting and seating arrangements that promote a relaxed and open atmosphere.

2.3 Refreshments offered: Providing drinks and snacks can help create a more informal atmosphere and allow negotiators to connect on a personal level.

2.4 Lead in conversation before negotiation begins: Engaging in small talk before diving into the negotiation can help establish rapport and build a connection between the negotiators.

Active listening

Active listening is an important skill in negotiation that involves being attentive, not interrupting, maintaining eye contact, and using reflective listening to understand the other party's perspective.



3.1 Attentive: Focus on the speaker and show that you are interested in what they are saying.

3.2 Don't interrupt: Wait for the speaker to finish before responding or asking questions.

3.3 Good posture: Sit up straight and maintain a relaxed yet attentive posture.

3.4 Maintain eye contact: Look at the speaker while they are talking to show that you are paying attention.

3.5 Reflective listening: Repeat what the speaker said to ensure you understood their message correctly.

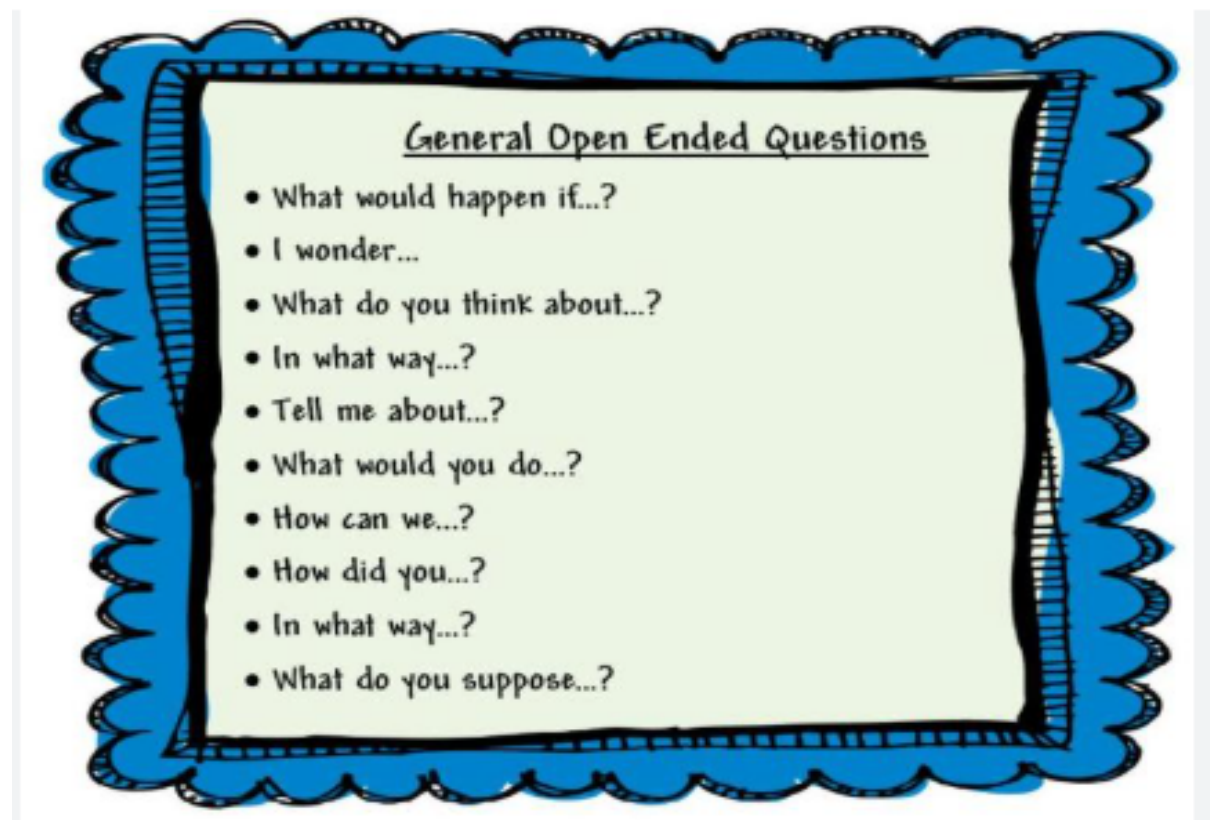
Questioning techniques:

Negotiators can use direct, indirect, and human open-ended questioning techniques to gather information and understand the other party's needs and interests.

4.1 Direct: Ask questions that require a specific answer, such as yes or no.

4.2 Indirect: Ask open-ended questions that encourage the speaker to elaborate on their thoughts and feelings.

4.3 Human open-ended: An open-ended question is a type of question that allows for a free-form, unrestricted response. It is a question that cannot be answered with a simple "yes" or "no" or with a specific piece of information, but instead invites the person being asked to provide their own thoughts, opinions, or experiences.



Unit: 02 Demonstrate Work Values

Purpose of Work:

Caregiving is an important job that helps individuals and society in many ways. It gives caregivers a sense of purpose and identity, and helps them contribute to society. For society, caregiving promotes community, reduces spending on welfare, and helps the economy. Overall, caregiving work is important for both individuals and society.



Work values / ethics / concepts:

1. **Commitment/Dedication:** A strong sense of loyalty and dedication to the work of caregiving.
2. **Sense of urgency:** Recognition of the importance of responding promptly to the needs of clients.
3. **Sense of purpose:** A clear understanding of the goals and objectives of caregiving work.
4. **Love for work:** A passion and enthusiasm for the work of caregiving.
5. **High motivation:** A strong drive to provide the best possible care for clients.
6. **Orderliness:** A commitment to maintaining a clean and organized work environment.
7. **Reliability:** A consistent and dependable approach to caregiving work.
8. **Competence:** A high level of skill and expertise in caregiving tasks.
9. **Dependability:** A trustworthy and reliable approach to caregiving work.
10. **Goal-oriented:** A focus on achieving specific outcomes and goals in caregiving work.
11. **Sense of responsibility:** Recognition of the personal responsibility that comes with providing care for others.



12. **Being knowledgeable:** A commitment to ongoing learning and development in the field of caregiving.
13. **Loyalty to work/company:** A strong sense of loyalty and commitment to the organization or company for which one works as a caregiver.
14. **Sensitivity to others:** Recognition of the unique needs and preferences of individual clients, and a willingness to adapt care accordingly.
15. **Compassion/Caring attitude:** A warm and compassionate approach to caregiving work.
16. **Balancing between family and work:** An ability to balance caregiving responsibilities with other personal and family responsibilities.
17. **Benjamin spirit/teamwork:** A willingness to collaborate and work effectively with other caregivers and healthcare professionals.
18. **Sense of nationalism:** A belief in the importance of caregiving work as a way of serving one's country or community.
19. **Gender awareness:** Sensitivity to the gender-related needs and preferences of individual clients.

Work practices:

1. **Quality of work:** Caregivers need to provide high-quality care to their clients.
2. **Punctuality:** Caregivers need to arrive on time for their shifts.
3. **Efficiency:** Caregivers need to work efficiently to complete tasks in a timely manner.
4. **Effectiveness:** Caregivers need to provide care that achieves the desired outcomes and goals.

5. Productivity: Caregivers need to work productively to complete tasks in a timely manner.

6. Resourcefulness: Caregivers need to use resources effectively to provide care.

7. Innovativeness / Creativity: Caregivers should be able to come up with new and creative ways to provide care.

8. Cost consciousness: Caregivers should be conscious of costs to use resources in a cost-effective way.

9. 5S: Caregivers should keep their work environment clean, safe, and organized.

Sort/Organize: To separate needed tools, parts, and instructions from unneeded materials and to remove the unneeded ones.

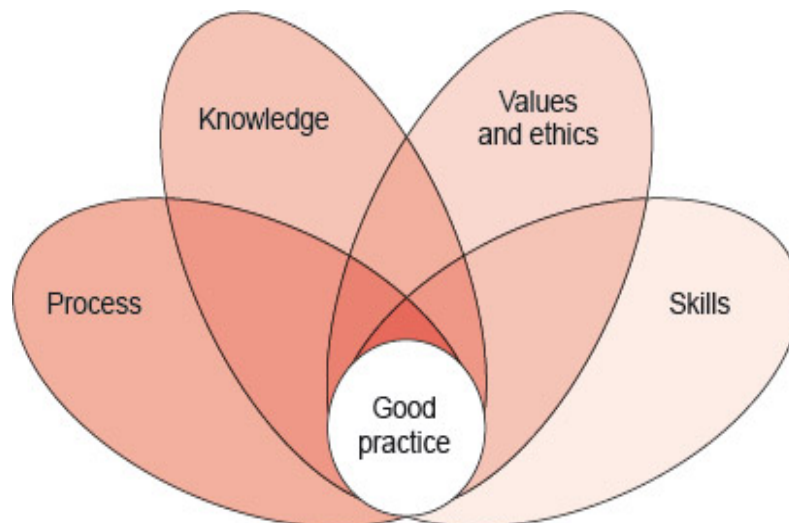
Set in Order/ Orderliness: To neatly arrange and identify parts and tools for ease of use.

Shine/ Cleanliness: To conduct a cleanup campaign.

Standardize: To conduct and maintain a workplace in perfect condition.

Sustain/ Discipline: To form the habit of always following the first four S's.

10. Attention to details: Caregivers need to pay close attention to details to meet the individual needs and preferences of their clients.



Handling Personal Relationship with Coworkers:

- Be Aware of Legal Penalties
- Check Your Organization's HR Policy
- Consider Your Company's Culture
- Stay Professional at Work
- Be Prepared for Gossip!
- Appreciate Others
- Be Positive

Company Resources:

1. Consumable materials: Companies need supplies like medical and cleaning materials.

2. Equipment / Machineries: Companies need tools and equipment like medical devices and mobility aids.

3. Human: Companies rely on skilled and reliable employees to provide care.

4. Time: Companies need to manage their schedules to provide care when needed.

5. Financial resources: Companies need money to cover costs like employee salaries and equipment purchases.



Human



Material

Company Resources



Financial



Intangible

economicpoint.com

Prevention of Unethical Behavior at Workplace:

1. Establish straightforward guidelines
2. Promote knowledge
3. Provide tools
4. Be proactive
5. Employ data monitoring
6. Foster ethical behavior



Report Unethical Behavior in the Workplace:

1. Review the Company Handbook. Consult your organization's rules and policies to determine if the sketchy behavior you observed is prohibited.
2. Submit an Anonymous Report.
3. Submit a Signed Written Report.
4. Request a Private Meeting.



Incidents / situations:

1. **Arguments:** Fights or disagreements between coworkers or clients can create an unsafe environment.



2. **Gambling:** Gambling at work can be a distraction and lead to financial problems.
3. **Substance use:** Using drugs or alcohol can be dangerous and impair judgment.
4. **Theft:** Stealing Company or client property can harm the company's reputation.
5. **Accidents:** Accidents or property damage can disrupt the caregiving environment.
6. **Vandalism:** Damaging property can create an unsafe environment.

7. **Fraud:** Providing false information can create legal and ethical problems.
8. **Bribery:** Offering or accepting bribes can compromise the company's integrity.
9. **Sexual Harassment:** Unwanted sexual advances can create a hostile work environment.
10. **Blackmail:** Threatening or blackmailing others can create an unsafe environment.



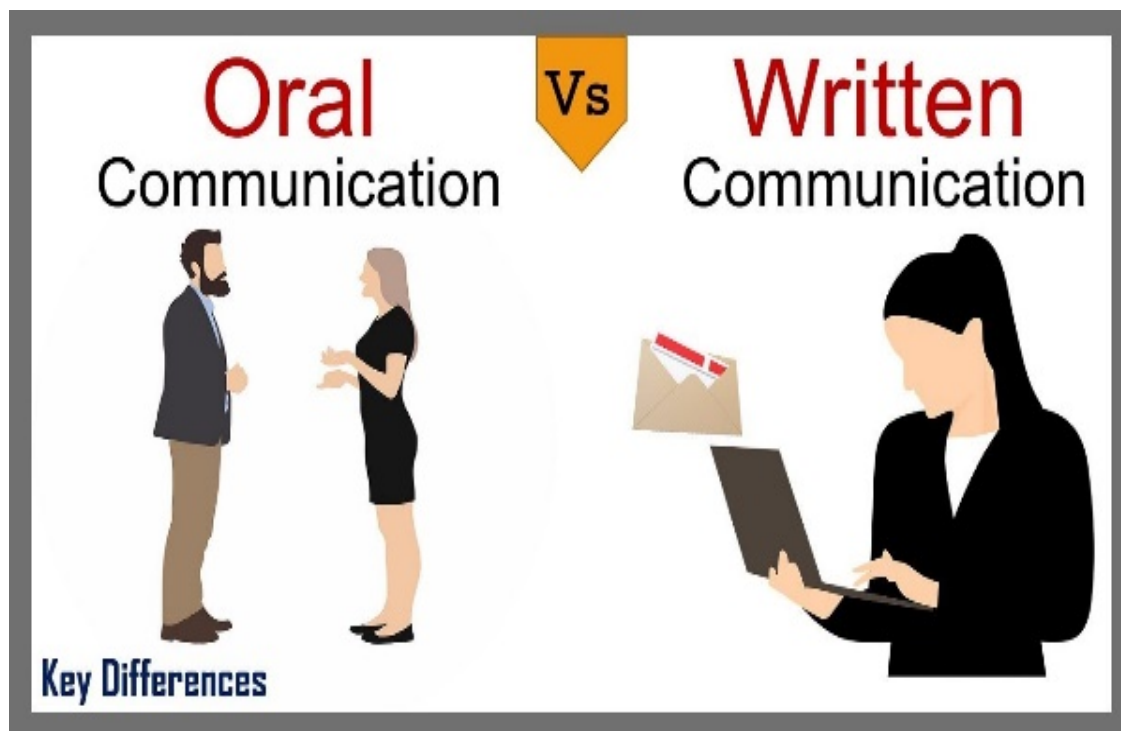
Resolution and / or Referral of Ethical Problems:

1. Identify the problem as you see it.
2. Get the story straight—gather relevant data.
3. Ask yourself if the problem is a regulatory issue or a process issue related to regulatory requirements.
4. Compare the issue to a specific rule. Determine if rules the Code of Ethics apply to your problem and can help develop a course of action for you to pursue.
5. Identify who has the power and control in the situation.
6. Identify what is in your control and what is not.
7. Identify your resources. These can be a supervisor, special education director, or colleague. Ask yourself if you need more information, clarification, or ideas from others who have had a similar problem.
8. Make a list of possible actions and their positive and negative consequences.
9. Make a plan that you can defend professionally and ethically—and one that meets the requirements of the regulations.
10. Take action and evaluate your plan as you proceed to determine next steps.

Instruction Method in Workplace:

Verbal: Instructions given through spoken words, either face-to-face or over the phone.

Written: Clear written instructions such as emails, memos, and manuals are important for effective communication and understanding among caregivers, clients, and staff. Proper training and accessible guidelines are crucial for caregivers to provide optimal care.



Unit-03 Lead Small Team

Provide team leadership

Team:

A team is defined as a group of people who perform interdependent tasks to work toward accomplishing a common mission or specific objective.

The Objectives of Team:

- Know what you want to achieve.
- Set goals at the team level.
- Let people develop their own goals.
- Set deadlines.
- Track progress on goals.
- Help people meet their goals.
- Learn from your mistakes.

A Successful Team:

There are several factors identified as key to a team's success. They include:



- Shared understanding of the team's mission
- Commitment to the team's goals
- Clearly defined roles and responsibilities
- Agreed-upon ground rules
- An established decision-making model
- Effective group process including commitment to open communication, mutual accountability and appropriate self-learning topic for more on open communication).

Purpose of team work:

Teamwork is important because it enables your team to share ideas and responsibilities, which helps reduce stress on everyone, allowing them to be meticulous and thorough when completing tasks. This will enable them to meet sales goals quickly.

Provide Team Leadership:

Team leader: A team leader is a person who provides guidance, instruction, direction and leadership to a group of individuals (the team) for the purpose of achieving a key result or group of aligned results.

Leadership Experience Example:

1. **Leading a project or task in school:** Taking charge of a school project or task and guiding the team towards successful completion.
2. **Organizing a study group:** Creating and managing a study group, setting goals, and keeping everyone on track.
3. **Spotting a problem at work and finding a solution:** Identifying a problem at work, coming up with a plan to solve it, and implementing it effectively.
4. **Sports leadership experience:** Leading a sports team, setting strategies and goals, and motivating team members.
5. **Volunteer/non-profit leadership:** Taking charge of a non-profit or volunteer organization and guiding the team towards achieving its goals.
6. **Training/mentoring newer team members:** Teaching and mentoring new team members, providing guidance and support, and ensuring their success.
7. **Managing clients/projects:** Overseeing projects from start to finish, ensuring timely delivery, and maintaining excellent client relationships.
8. **Direct reports:** Managing and providing direction to a team of direct reports.
9. **Leading a meeting or committee:** Chairing a meeting or committee, setting agendas, and ensuring everyone stays on topic and engaged.
10. **Passion projects:** Pursuing a personal passion project, developing skills, and inspiring others through the process.

Responsibilities of a Team Leader:

- **Manage the operation and admin:** Oversee day-to-day operations and ensure administrative tasks are completed efficiently and effectively.
- **Lead and motivate the team:** Inspire and guide team members towards achieving common goals.
- **Manage performance:** Evaluate team members' performance, provide feedback, and make necessary adjustments.
- **Solve problems:** Identify issues and develop solutions to overcome challenges.
- **Care for the health, safety, and welfare of your people:** Ensure that team members are safe, healthy, and supported.
- **The Motivator:** Understand each team member's unique motivators and use them to encourage productivity and engagement.
- **The Mentor:** Provide guidance and support to team members to help them achieve their personal and professional goals.

- **The Learner:** Continuously seek opportunities to learn and grow as a leader and share knowledge with the team.
- **The Communicator:** Effectively communicate with team members, management, and stakeholders to ensure everyone is informed and aligned.
- **The Navigator:** Create a clear vision for the team and develop strategies to achieve it.
- **Setting goals:** Establish goals that challenge and motivate team members to achieve their full potential.
- **Organizing:** Structure tasks and responsibilities to ensure efficient and effective execution.
- **Take the initiative:** Be proactive in identifying and pursuing opportunities for growth and improvement.
- **Cooperation among employees:** Encourage collaboration and teamwork among team members.
- **Motivation and direction:** Provide direction and support to ensure team members are motivated and equipped to achieve their goals.
- **Liaison between workers and management:** Act as a mediator and advocate for both the team and management.
- **Policymaking:** Develop policies and procedures that align with the organization's goals and values.

Qualities of Good Team Leader:

1. **Leadership is not all about you:** Good leaders prioritize the success of the team over their personal success.
2. **Honesty, Integrity, and Humility:** Possessing and practicing these values inspires trust and respect in team members.
3. **Hold your team (and yourself) accountable:** Ensure that team members are responsible for their actions and are held accountable for their results.
4. **Good leaders make a decisive commitment to a vision:** Establish a clear vision for the team and demonstrate a firm commitment to achieving it.
5. **Know thy self and believe in thy self:** Self-awareness and self-confidence are essential traits for a successful team leader.
6. **Successful team leaders speak well and listen better:** Communicate effectively with team members and actively listen to their feedback and concerns.
7. **Achieve goals in good time:** Set realistic timelines for achieving goals and ensure that team members stay on track.
8. **Successful leaders master stress management:** Manage stress effectively to maintain focus and productivity and prevent burnout.
9. **Avoid dysfunctions and reward excellence:** Address team dysfunctions and reward excellent performance to maintain team morale and motivation.
10. **Good leaders are lifelong learners:** Continuously seek opportunities to learn and grow as a leader to better support the team's success.

Develop Leadership Skills:

1. **Practice discipline:** Cultivate habits and routines that foster discipline, such as setting goals and prioritizing tasks.
2. **Take on more projects:** Seek out opportunities to take on more responsibility and develop new skills.
3. **Learn to follow:** Understand the importance of being a good follower and practice following others' leadership.
4. **Develop situational awareness:** Pay attention to your surroundings and adapt your leadership style to the situation and the people involved.
5. **Inspire others:** Motivate and inspire team members to work towards a common goal.
6. **Keep learning:** Continuously seek opportunities to learn and grow as a leader.
7. **Empower your teammates:** Encourage team members to take ownership of their work and provide them with the support and resources they need to succeed.
8. **Resolve conflicts:** Address conflicts quickly and effectively to maintain a positive and productive team environment.
9. **Be a discerning listener:** Listen actively and empathetically to team members' feedback and concerns to build trust and understanding.

Work requirements

Client Profile:

A client profile is a semi-fictional representation of the ideal customer or customers you want to target. Client profiles help you determine via measurable steps that your target customer is and help you imagine the real person behind that mobile or computer screen.

A customer profile tells you everything about the people you want to bring onto your customer list.

- Age.
- Location.
- Hobbies.
- Job title.
- Income.
- Purchasing habits.
- Goals or motivations.
- Challenges or pain points.

5 steps to define your ideal customer profile:

1. Ask yourself what problem your business solves.
2. Research and identify your best customers.
3. Analyze customer feedback—both good and bad.
4. Define important customer characteristics.
5. Use your ICP (Ideal Customer Profile) to optimize your brand and your marketing strategy.

Assignment instructions:

An effective leader must be able to empower others. He should teach people how to accomplish a task-and not do it for them (even if he can do it faster or better). Leader should tell people what he expects from them, give them the tools they need to succeed, and then get out of their way.

Team member's queries and concerns

Roster: A schedule, often called a Rota or roster, is a list of employees, and associated information e.g. location, department, working times, responsibilities for a given time period e.g. week, month or sports season. A good roster plan (or employee shift schedule) ensures that each shift has enough employees to keep things running smoothly and efficiently.

Employee Shift Schedule

For the Week of: 1/2/2017

Department Name:

Monday

	9:00:00 A.M.	10:00:00 A.M.	11:00:00 A.M.	12:00:00 P.M.	1:00:00 P.M.	2:00:00 P.M.	3:00:00 P.M.	4:00:00 P.M.	5:00:00 P.M.	Sick?	TOTAL
Kelly F	manager	manager	manager	manager	manager	manager	manager	manager	manager		9
Tom Y		cashier	cashier	cashier	cashier						4
James S		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Jon M		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Sean P										Sick	0
Teresa A						cashier	cashier	cashier	cashier		4

Tuesday

	9:00:00 A.M.	10:00:00 A.M.	11:00:00 A.M.	12:00:00 P.M.	1:00:00 P.M.	2:00:00 P.M.	3:00:00 P.M.	4:00:00 P.M.	5:00:00 P.M.	Sick?	TOTAL
Kelly F	manager	manager	manager	manager	manager	manager	manager	manager	manager		9
Tom Y		cashier	cashier	cashier	cashier						4
James S		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Jon M		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Sean P										Sick	0
Teresa A						cashier	cashier	cashier	cashier		4

Wednesday

	9:00:00 A.M.	10:00:00 A.M.	11:00:00 A.M.	12:00:00 P.M.	1:00:00 P.M.	2:00:00 P.M.	3:00:00 P.M.	4:00:00 P.M.	5:00:00 P.M.	Sick?	TOTAL
Kelly F	manager	manager	manager	manager	manager	manager	manager	manager	manager		9
Tom Y		cashier	cashier	cashier	cashier						4
James S		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Jon M		front desk	front desk	front desk	front desk	front desk	front desk	front desk			7
Sean P										Sick	0
Teresa A						cashier	cashier	cashier	cashier		4

1.2.2 Shift details: A shift details will include all information of that shift including the name of responsible person, date, time, activities etc. All these details must be in recorded.

Example: 8 hours, 12 hours, 24 hours.

Assign responsibilities:

Assign responsibilities: Identifying team roles and responsibilities will enhance team performance, as it provides clarity about who does what and encourages team members to take responsibility for their contribution to overall team goals. Additionally, where one member becomes unable to meet deadlines or if someone leaves, it is easy to identify outstanding work and re-allocate it.

Here are some things to keep in mind when assigning tasks to your employees:

- Identify all the tasks that will be needed to complete the project.
 - Allocate tasks evenly amongst team members, making use of team strengths or areas where development is desired.
 - Ensure agreement from team members to taking on specified tasks.
 - Provide frequent opportunities feedback to team members from individuals.
 - Re-allocate roles and responsibilities only after agreement with all of the relevant team members.
- **Delegate positively.** Don't just throw work at people expecting them to deliver when they might not be suited for that particular task. Keep an attitude wherein you question every task you have, and check your employee roster to see who else can do that job as well as you can.
 - **Ask yourself what you want accomplished.** Then, assign that responsibility to the most qualified so you can achieve results rather than just unload your tasks at whoever's at your disposal.
 - **Choose the right person.** Some things to consider would be who has the best experience and skills (just make sure not to bring too much work for that particular person), as well as who needs to learn how to be more responsible. Also consider the element of time, and the enthusiasm of wanting to have such an opportunity.
 - **Get input. Set a meeting if you need to.** Ask your team for ideas on what could be changed, who you can involve, and how to define results. If you

manage a big team or company, interact with the sub-teams' particular managers.

- **Set a deadline.** Assign the responsibilities, and then set aside some time to hear progress reports. This is especially true for larger projects that take weeks, months, or even years to complete.
- **Give training and supervision.** Do the people need more training before getting those responsibilities? Should they be guided closely, or can you leave them alone for the most part? Also remember to give them freedom and time for independent thinking and action-taking.
- **Assign authorities.** Other than yourself, who can you give a certain level of power to? How much and what kind of power do they need?
- **Consider the different aspects of control.** What kinds of controls do they need? How can you and your team leads feel in control while still giving individual contributors the power to act independently?
- **Take note of progress.** Maintain control of the situation or project, paying attention to the most important details. Remember that managers are responsible, no matter how successful or unsuccessful a project is.
- **Give feedback.** It's a two-way street, so giving positive feedback as well as coaching for the not so positive would be highly appreciated and valued. Never abandon anyone, and set regular meetings for checkpoints and progress updates.
- **Learn lessons.** This goes for both the manager and the employee – what did you learn individually and as a team? Document these and share with the people you work with. Feed off each other's successes and failures in order to improve each other's performances.
- **Post-project, evaluate performances.** Ask how you, as the manager, can do a better job of helping your team members succeed? Give helpful feedback, and accept the same from them as well.

Performance expectations:

Performance expectations:

6 Tips on Setting Expectations for Employees

1. Emphasize objectives. Clearly defined objectives and key results are great tools for setting clear employee expectations.
2. Set expectations early.
3. Make employees accountable.
4. Give meaningful feedback.
5. Leverage motivation.
6. Make it measurable.

Performance Objectives:

The five key business performance objectives for any organization include

- Quality
- Speed
- Dependability
- Flexibility
- Cost

The SMART Goals:

The SMART in Smart Goals stands for stands

- Specific
- Measurable
- Attainable
- Relevant
- Time-Based.

In order to be a **SMART** goal, the goal needs to meet all five of these criteria.



Supervise Team Performance

Supervision: Health services supervision has been defined as: A process of guiding, helping, training and encouraging staff to improve their performance in order to provide high quality services.

Workplace ethic

The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect and teamwork are defined as essential for student success and are listed below.

Monitoring of Performance:

Performance monitoring is a systematic and periodic observation of performance over time in order to develop or verify performance records, to uncover inefficient and ineffective practices, to identify needs for services, and most important, to detect underperformance timely to avoid the further deterioration of the work.

Importance of Performance Monitoring:

The main aim of a performance monitoring system is to improve employee productivity and thus lead to an increase in the overall productivity of the company.

- Formal process
- Informal process

Formal process: Formal feedback is planned and systematically scheduled into the process. Examples of formal feedback look like: Annual performance reviews, Evaluation scores, Human resource reports.

Informal process: Informal feedback is in-the-moment, casual conversation with a person regarding their performance, behaviors or interactions

Formal appraisals typically focus on long-term goals whereas informal evaluations focus on short-term objectives and tasks or projects. Formal reviews are less frequent and informal conversations give immediate feedback.

Feedback

Feedback is information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Formal process: Formal feedback is planned and systematically scheduled into the process. Examples of formal feedback look like: Annual performance reviews, Evaluation scores, Human resource reports.

Informal process: Informal feedback is in-the-moment, casual conversation with a person regarding their performance, behaviors or interactions

Sandwich process: The Feedback Sandwich method is when you open your feedback with positive comments, followed by the main message, and then some final positive comments.



Performance Issues:

- **Work output:** Work output is the result of work carried out by people using equipment over a certain unit of time
- **Work quality:** Quality work is when a person does their job in a way that is effective, efficient, and accurate.



- **Team participation:** Participating Team means any team that represents a Participating Member Association during the Competition.

Compliance with workplace protocols

- **Safety:** Safety is the state of being "safe", the condition of being protected from harm or other danger.



- **Customer service:** Today, customer service means delivering proactive and immediate support to customers anytime on the channel of their choice — phone, email, text, chat, and Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel



**CUSTOMER
CARE VS
CUSTOMER
SERVICE**

 QuestionPro

- **Team members** are kept informed of any changes in the priority allocated to assignments or tasks which might impact on clients' / customers' needs and satisfaction
- **Team operations** are monitored to ensure that employer / client needs and requirements are met
- **Follow-up communication** is provided on all issues affecting the team
- All relevant documentation is completed

Unit-4: Interpret mental retardation and Autism spectrum disorders (ASD) associated problems

1. Interpret autism spectrum disorder

1.1 ASD is defined:

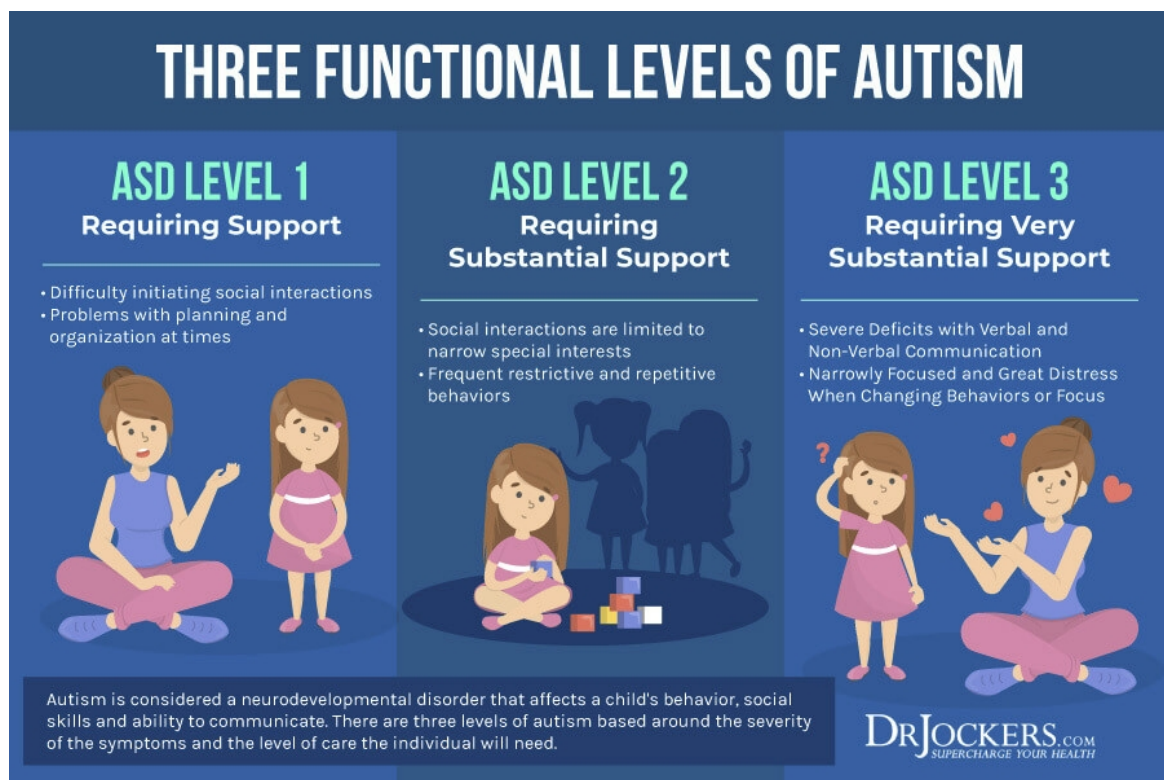
Autism spectrum disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave.

Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms generally appear in the first two years of life.

What are the 3 main aspects of ASD?

- 1) Poorly developed social skills
- 2) Difficulty with expressive and receptive communication, and
- 3) The presence of restrictive and repetitive behaviors

N.B: Communication difficulties, behavioral challenges, and social interaction problems.



The three types of ASD are:

Autistic Disorder

These individuals may have difficulties with both verbal and nonverbal and have difficulty looking people in the eye and maintaining attention. Individuals can also have a hypersensitivity to scent, taste, touch, or hearing. Individuals with classic autism find it difficult to get through their daily activities without a plan or to handle distractions. They will find it difficult to comprehend other people's feelings when they do not have their own.

Asperger Syndrome

A person with Asperger's syndrome tends to be socially detached and has interest issues and problems with social behavior. These people have different milder disorders than those with classic autism. But do have their own particular struggles in their day-to-day life.

Pervasive Developmental Disorder

The syndrome causes little or no progress in motor or social skills due to passive approaches to training. PDD is typically used to identify people who do not fit into either the ASD or ASP profile. Although they could be very well-behaved and bearable, this person does, this person may also be afflicted with some more of "mild" autism, such as recurring episodes of tactile defensiveness.

Screening and Diagnosis of Autism Spectrum Disorder

Diagnosing autism spectrum disorder (ASD) can be difficult because there is no medical test, like a blood test, to diagnose the disorder. Doctors look at the child's developmental history and behavior to make a diagnosis.

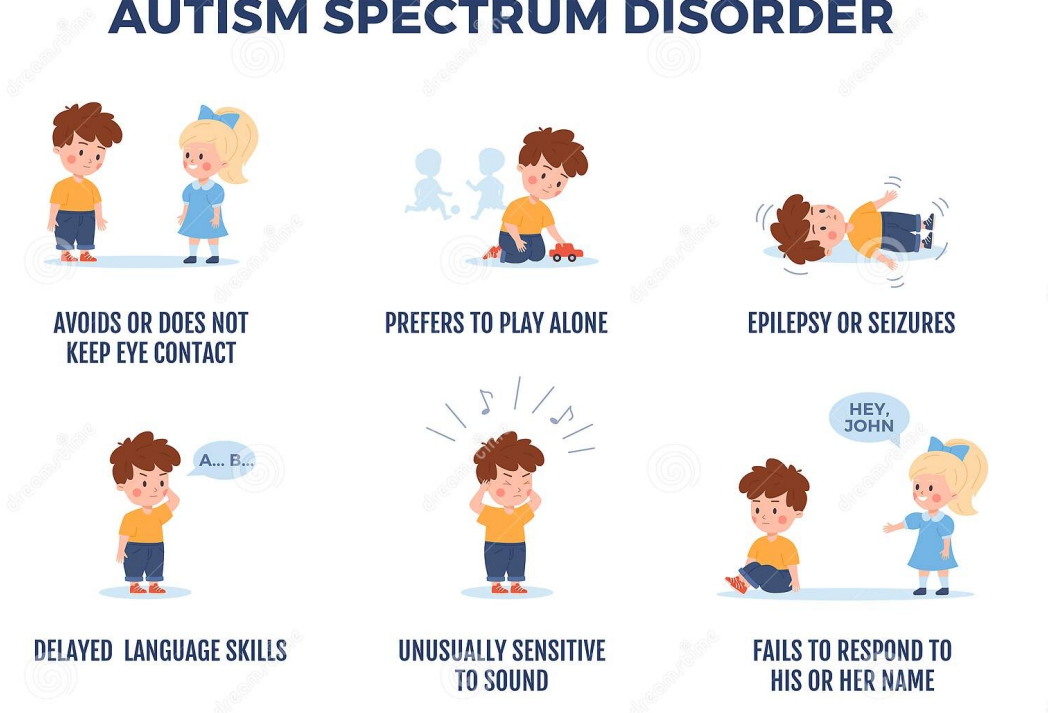
ASD can sometimes be detected at 18 months of age or younger. By age 3 a diagnosis by an experienced professional can be considered reliable. However, many children do not receive a final diagnosis until much older. Some people are not diagnosed until they are adolescents or adults. This delay means that people with ASD might not get the early help they need.

1.2 Sign and symptom of ASD:

- **Unable to concentrate:** Unable to concentrate means having difficulty focusing or paying attention to a task or situation.
- **Lack of eye contact:** Lack of eye contact is a common symptom of Autism Spectrum Disorder. People with ASD may avoid or have difficulty making eye contact with others, which can affect their ability to communicate and engage socially
- **Difficulty with communication:** Individuals with ASD may have difficulty with verbal and nonverbal communication. They may speak in a robotic manner, have difficulty understanding sarcasm or figurative language, or have a limited vocabulary.
- **Repetitive behaviors:** People with ASD may engage in repetitive behaviors or have very rigid routines. For example, they may line up object in a specific way, have a strict schedule that they adhere to, or repeat phrases or actions.
- **Fail to gain attention:** Failing to gain attention" generally means that a person is not successful in getting the attention of others in a desired or intended way. This can refer to situations where someone is trying to communicate with others, make a request, or engage in social interaction, but is not receiving the desired response from those around them
- **Miss matched expression, movement, gesture etc.:** "Mismatched expression, movement, or gesture" generally refers to situations where a person's verbal or nonverbal communication does not match the intended message or emotion. For example, a person may say something with a tone of voice or facial expression that does not match the content of their words, or may use a gesture or movement that seems out of place or unrelated to the conversation

- **Abnormal social behavior:** Abnormal social behavior refers to behavior that deviates from the typical or expected social norms and conventions of a particular culture or society. Abnormal social behavior in individuals with ASD may include difficulty with social cues and nonverbal communication, difficulty initiating or maintaining conversation, lack of interest in social interaction, or behavior that is perceived as inappropriate in certain social situations.
- Does not respond to name by 9 months of age
- Does not point to show you something interesting by 18 months of age
- Does not sing, dance, or act for you by 60 months of age

AUTISM SPECTRUM DISORDER



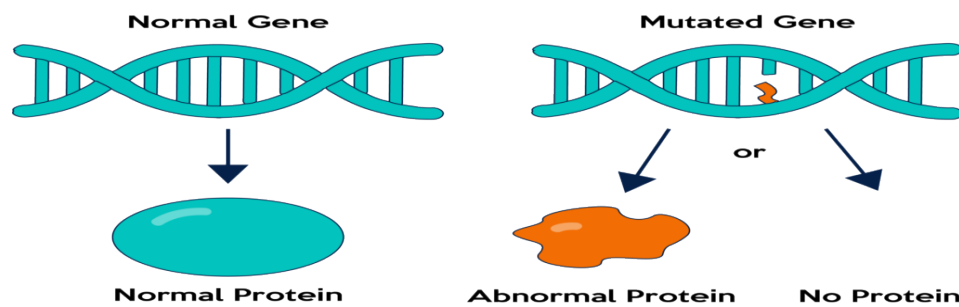
5 Signs You DO NOT Have Autism

<https://www.youtube.com/watch?v=FrsDDZycjY>

1.3 Causes of autism spectrum disorder:

Some suspected risk factors for ASD include:

- **Family history:** Family history is considered a significant risk factor for the development of autism spectrum disorder (ASD). Studies have shown that having a family member with ASD increases the likelihood of an individual developing the disorder.
- **Genetic mutation:** There is evidence to suggest that certain genes or combinations of genes may increase the risk of developing ASD.



- **Low birth weight:** Low birth weight has been defined by WHO as weight at birth of <2500 grams (5.5 pounds)
- **Environmental effect:** Environmental factors such as prenatal exposure to toxins, viral infections, and maternal stress have been suggested to contribute to the development of ASD.
- **History of viral infection:** A history of viral infection refers to a past occurrence of a viral infection, such as the flu, herpes, rubella, or cytomegalovirus. Research has suggested that some viral infections during pregnancy or early childhood may increase the risk of developing Autism Spectrum Disorder (ASD).

1.4 Risk Factors of ASD:

- **Gender:** Boys are about four times more likely to develop autism spectrum disorder than girls are.
- **Family history:** Families who have one child with autism spectrum disorder have an increased risk of having another child with the disorder.
- **Extremely preterm babies:** Your baby is born at or before 28 weeks of pregnancy. Some health problems related to premature birth can last a lifetime. Preterm is defined as babies born alive before 37 weeks of pregnancy are completed.
- **Parents' ages:** Advanced parental age children born to older parents, particularly fathers, may be at a slightly increased risk for developing ASD.

2. Recognize ASD in Child

2.1 Developmental issues of a child are interpreted

Developmental issues in children can refer to a wide range of concerns related to their physical, cognitive, social, or emotional development. Some common examples of developmental issues in children include:

- **Language delays or disorders:** Children who have difficulty acquiring language skills or who have difficulty using language effectively may have a language delay or disorder.
- **Motor delays or disorders:** Children who have difficulty with gross or fine motor skills, such as walking, running, or using utensils, may have a motor delay or disorder.
- **Learning disabilities:** Children who have difficulty learning or who struggle with reading, writing, or math may have a learning disability.

- **Behavioral or emotional difficulties:** Children who have difficulty regulating their emotions or behavior, or who struggle with anxiety, depression, or other mental health concerns, may need support to address these challenges.

2.2 Abnormal behaviors in a child:

- a) **Repetitive behaviors:** Abnormal Repetitive Behavior (ARBs) ARBs are defined as behaviors that are inappropriate, repetitive and unvarying in either goal or motor pattern Repetitive behavior may include-

- Repetitively lining up toys
- Opening and closing drawers or doors
- Finger-flicking
- Jumping



- b) Difficulty with sleeping



- c) Eating non-food items

- d) Abnormal social behavior

Basis of abnormal behavior

1) Antisocial behaviour

2) Mental imbalance

3) Poor adjustment

4) Disorganised personality

5) Lack of insightful behaviour

6) lack of self esteem

7) Feeling of insecurity

8) Emotional immaturity

9) Lack of social adaptability

10) Tension and hypersensitivity



What to know about repetitive behaviors in autism

<https://www.youtube.com/watch?v=2LhI23QPoi8>

When to see a doctor?

If you're concerned about your child's development or you suspect that your child may have autism spectrum disorder, discuss your concerns with your doctor. The symptoms associated with the disorder can also be linked with other developmental disorders.

- a) Doesn't respond with a smile or happy expression by 6 months
- b) Doesn't mimic sounds or facial expressions by 9 months
- c) Doesn't babble or coo by 12 months
- d) Doesn't gesture — such as point or wave — by 14 months
- e) Doesn't say single words by 16 months
- f) Doesn't play "make-believe" or pretend by 18 months
- g) Doesn't say two-word phrases by 24 months
- h) Loses language skills or social skills at any age

2.3 Presence of ASD sign in a child is reported to relevant authority

If a parent or caregiver suspects that a child may have signs of Autism Spectrum Disorder (ASD), it is important to report their concerns to the relevant authority or healthcare provider. The specific process for reporting concerns about a child's development may vary depending on the country or region in which they live, but there are several steps that can be taken:

- **Speak with a pediatrician:** The child's pediatrician is often the first point of contact for concerns about their development. They can perform an initial assessment and refer the child to appropriate specialists if necessary.
- **Contact a developmental screening service:** Many regions have developmental screening services that can provide an evaluation of a child's development and refer them to appropriate resources. These services may be available through schools, healthcare providers, or community organizations.
- **Contact a regional center for children with developmental disabilities:** In some regions, there are centers specifically dedicated to supporting children with developmental disabilities, including ASD. These centers can provide evaluations, referrals, and support services.
- **Contact a local advocacy group:** There may be local advocacy groups or support organizations that can provide information and resources for families of children with ASD. These groups can also be a valuable source of support and guidance.

2.4 Preventive measures against ASD in a Child:

- **Educational intervention.** Educational intervention refers to a range of strategies and programs that are designed to improve the academic, social, and behavioral outcomes of individuals with learning or developmental disabilities. Educational interventions are often tailored to the specific needs and strengths of each individual and may involve a combination of instructional, behavioral, and supportive strategies. Such as Applied Behavior Analysis (ABA), occupational therapy etc.



- **Medical management.** Medical management for Autism Spectrum Disorder (ASD) involves the use of medications to treat some of the symptoms associated with the condition. It's important to note that there is no medication that can cure ASD, but some medications may be helpful in managing certain symptoms, such as hyperactivity, anxiety, and aggression
- **Family support.** Families of children with ASD may benefit from support and education on how to best support their child's development and well-being. This may include support groups, counseling, or other types of support.
- **Appropriate diet chart.** An appropriate diet chart refers to a balanced and nutritious meal plan that is designed to meet an individual's dietary needs and support their overall health and well-being. For individuals with Autism Spectrum Disorder (ASD), a healthy diet can be especially important in managing symptoms and promoting optimal functioning. A well-balanced diet typically includes a variety of fruits, vegetables, whole grains, lean proteins, and healthy fats, while minimizing processed and sugary foods
- Live healthily
- Don't take drugs during pregnancy
- Avoid alcohol.
- Get vaccinated
- Parental Age

Five Ways to Help Your Autistic Child:

Here are five steps to support your child when they receive a diagnosis of autism spectrum Disorder:

1. Realize that there is no way to prevent autism, as it is a complex condition.
2. Work with your child's pediatrician to get an official diagnosis.
3. Locate an ABA therapy provider who can start services for your child as soon as possible.
4. Understand that neuro divergent children are often exceptional and talented individuals just like their neuro typical peers.
5. The purpose of ABA therapy and related supports is to help your child be as independent and happy as possible.

Treatment of ASD:

- Currently, there is no medication that can cure autism spectrum disorder (ASD) or all of its symptoms. The most common developmental therapy for people with ASD is **Speech and Language Therapy**. Speech and Language Therapy helps to improve the person's understanding and use of speech and language.
- Applied Behavioral Analysis (ABA) and related therapies are usually considered to be the "Gold standard" of autism-specific treatment.

2.5 Treatment chart from expert:

- Be consistent.** Being consistent in ASD (Autism Spectrum Disorder) treatment chat means establishing a regular and structured routine in communication and therapy sessions with an individual who has ASD. Consistency is important because it can help reduce anxiety and confusion for the person with ASD and help them develop and improve their communication and social skills.
- Stick to a schedule** "Stick to a schedule" in ASD (Autism Spectrum Disorder) treatment chat means following a predetermined routine of therapy sessions and communication activities that are designed to support the individual with ASD. This routine should be established and agreed upon by both the therapist and the individual with ASD, and should be adhered to as closely as possible.
 - For example, if therapy sessions are scheduled to occur at a specific time and location each week, it is important to maintain this schedule as much as possible to provide consistency and predictability for the individual with ASD. This can help reduce anxiety and confusion, and allow the individual to feel more comfortable and confident in their interactions.
- Reward good behavior.** Rewarding good behavior in ASD (Autism Spectrum Disorder) involves providing positive reinforcement for appropriate and desirable behaviors. This can be an effective way to encourage and reinforce positive behaviors and improve communication and social skills in individuals with ASD.
 - Rewards can be anything that the individual finds motivating, such as praise, toys, treats, or extra playtime. The key is to make the reward meaningful to the individual and to provide it consistently and immediately after the desired behavior is displayed.
- Create a home safety zone:** Creating a home safety zone involves setting up a safe and secure environment for individuals with ASD (Autism Spectrum Disorder) to reduce the risk of injury or harm. This is especially important for individuals with ASD who may have difficulty with sensory processing, impulsivity, or communication and may require additional support and supervision to ensure their safety.
- Nonverbal ways to communicate:** Nonverbal ways to communicate can be important for individuals with ASD (Autism Spectrum Disorder) who may have difficulty with

verbal communication or social interaction. Here are some nonverbal ways to communicate that can be helpful for individuals with ASD:

- **Gestures:** Gestures such as pointing, waving, or nodding can be effective ways to



communicate without words. Caregivers and family members can use these gestures to convey information or to prompt the individual with ASD to respond.

- **Visual aids:** Visual aids such as pictures, symbols, or written words can be used to help individuals with ASD understand and communicate information. These aids can be used to support verbal communication or as a standalone communication tool.
- **Body language:** Body language, such as facial expressions, posture, and eye contact, can convey emotions and intentions without words. Caregivers and family members can use positive body language to help the individual with ASD feel comfortable and to reinforce positive behaviors.
- **Sign language:** For individuals with ASD who have difficulty with verbal communication, sign language can be an effective alternative. Caregivers and family members can learn basic sign language to communicate with the individual and to support their overall communication development.
- **Augmentative and alternative communication (AAC) devices:** AAC devices, such as speech-generating devices, can be used to help individuals with ASD who have limited or no verbal communication ability. These devices use pictures,



Augmentative and alternative communication

symbols, or text to help the individual communicate their thoughts and needs.

Overall, nonverbal communication can be an effective way to support individuals with ASD in their communication and social interaction. By using these strategies, caregivers and family members can help individuals with ASD feel more

comfortable and confident in their interactions and support their overall communication development.

Autism Spectrum Disorder, Causes, Signs and Symptoms, Diagnosis and Treatment

<https://www.youtube.com/watch?v=6jUv3gDAM1E>

- f) **Make time for fun:** Making time for fun is an important aspect of caring for individuals with ASD (Autism Spectrum Disorder). Engaging in fun and enjoyable activities can help reduce stress, promote relaxation, and improve overall well-being
- g) **Pay attention to sensory sensitivities:** Individuals with ASD (Autism Spectrum Disorder) may experience sensory sensitivities, which can impact their ability to function in daily life. Here are some tips for paying attention to sensory sensitivities in individuals with ASD:
 - **Identify triggers:** Identify specific sensory triggers that may cause discomfort or distress for the individual. This can include loud noises, bright lights, or certain textures.
 - **Modify the environment:** Modify the environment to reduce or eliminate sensory triggers. This can include using dimmer lighting, reducing noise levels, or providing noise-canceling headphones.
 - **Communicate with others:** Communicate with family members, caregivers, and teachers about the individual's sensory sensitivities and how to accommodate their needs in different environments.

By paying attention to sensory sensitivities, caregivers and family members can create a more comfortable and supportive environment for individuals with ASD, helping them to better manage their sensory input and promoting overall well-being.

To memorize:

- Be consistent.
- Stick to a schedule
- Reward good behavior
- Create a home safety zone
- Nonverbal ways to communicate
 - Gestures
 - Visual aids
 - Body language
 - Sign language
- Augmentative and alternative communication (AAC) devices:
- Make time for fun
- Pay attention to sensory sensitivities
 - Identify triggers
 - Modify the environment
 - Communicate with others

3. Recognize ASD in Adult

3.1 Autism spectrum disorders (ASD) in adult is interpreted:

ASD, or Autism Spectrum Disorder, in adults refers to individuals who have been diagnosed with ASD later in life, typically after childhood. While it is often associated with childhood, some individuals may not receive a diagnosis until adulthood, either because their symptoms were not recognized earlier or because they did not seek evaluation until later in life.

ASD can present differently in adults compared to children, and symptoms can vary widely from person to person. Some common signs of ASD in adults include difficulty with social communication and interaction, such as trouble with understanding social cues, difficulty making and maintaining relationships, and challenges with empathy or perspective-taking. Adults with ASD may also have repetitive behaviors or routines, sensory sensitivity, and intense interests in specific topics.

Diagnosis of ASD in adults typically involves a comprehensive evaluation by a healthcare professional, such as a psychologist or psychiatrist, who specializes in diagnosing and treating ASD. The evaluation may include interviews, observation, and standardized assessments to determine whether the individual meets the diagnostic criteria for ASD.

3.2 Signs and Symptoms of Autism Spectrum Disorder in Adults are recognized

Common symptoms of autism in adults include:

- Difficulty interpreting what others are thinking or feeling
- Trouble interpreting facial expressions, body language, or social cues
- Difficulty regulating emotion
- Trouble keeping up a conversation
- Tendency to engage in repetitive or routine behaviors

Autism spectrum disorder (ASD) is typically a life-long condition, though early diagnosis and treatment can make a tremendous difference.

3.3 Case of ASD in an adult is reported to relevant authority.

If an adult has been diagnosed with Autism Spectrum Disorder (ASD), it may be appropriate to report their diagnosis to relevant authorities in order to access appropriate support and services. The specific process for reporting a diagnosis of ASD may vary depending on the country or region in which the individual lives, but some potential steps may include:

- **Contacting a healthcare provider:** The individual's healthcare provider may be able to provide guidance on how to report the diagnosis of ASD to relevant authorities, and can refer the individual to appropriate specialists and resources.
- **Contacting a disability support organization:** In some regions, there are disability support organizations or advocacy groups that can provide information and resources for individuals with ASD and their families. These organizations may be able to assist with the process of reporting a diagnosis of ASD and accessing support services.

- **Contacting government agencies:** Depending on the region, there may be government agencies responsible for providing support and services to individuals with disabilities, including ASD. These agencies may have specific procedures for reporting a diagnosis and accessing support services.
- **Contacting educational institutions or employers:** If the individual is a student or employed, it may be appropriate to report the diagnosis to the relevant educational institution or employer in order to access accommodations and support.

Reporting a diagnosis of ASD can help ensure that individuals with the disorder are able to access appropriate support and services, and can help to raise awareness and understanding of the condition. By seeking out appropriate support, individuals with ASD can improve their quality of life and achieve their full potential.

4. Follow treatment suggestions for ASD in adults

4.1 Behavioral analysis (ABS) is applied following standard procedure:

Behavioral analysis can be applied following standard procedures for the diagnosis and treatment of Autism Spectrum Disorder (ASD).

Behavioral analysis is a form of assessment that involves observing an individual's behavior, identifying patterns and triggers, and developing interventions to modify or improve those behaviors. It is often used in the diagnosis and treatment of ASD, as it can help to identify specific behaviors and challenges that are associated with the disorder.

The standard procedures for behavioral analysis in ASD typically involve the following steps:

- **Initial assessment:** The healthcare professional will conduct an initial assessment to gather information about the individual's behavior, developmental history, and any other relevant information that may be useful in understanding the individual's behavior.
- **Observation:** The healthcare professional will observe the individual's behavior in different settings, such as at home, school, or in social situations. This observation can help to identify patterns and triggers that may be contributing to the individual's behavior.
- **Functional analysis:** The healthcare professional will conduct a functional analysis to determine the purpose or function of the individual's behavior. This can help to identify the underlying causes of the behavior and inform the development of interventions to modify or improve that behavior.
- **Intervention development:** Based on the information gathered during the assessment and observation, the healthcare professional will develop interventions to modify or improve the individual's behavior. These interventions may include behavioral therapies, such as Applied Behavior Analysis (ABA), or other interventions such as medication or support groups.

- **Progress monitoring:** The healthcare professional will monitor the individual's progress over time to evaluate the effectiveness of the interventions and make adjustments as needed.

Overall, behavioral analysis can be a useful tool in the diagnosis and treatment of ASD, as it can help to identify specific behaviors and challenges associated with the disorder and inform the development of targeted interventions to address those behaviors.

4.2 Prescribed suggestions from expert is followed for assisting treatment:

If an individual is receiving treatment for a condition such as Autism Spectrum Disorder (ASD), it is important to follow any prescribed suggestions from the expert in charge of the treatment plan. These suggestions may include:

- **Following a specific therapy or treatment plan:** The expert may recommend a specific therapy or treatment plan to address the individual's symptoms and improve their functioning. It is important to follow this plan consistently and attend all recommended therapy sessions or appointments.
- **Making lifestyle changes:** The expert may recommend making certain lifestyle changes, such as incorporating a healthy diet or exercise routine, in order to support the individual's overall well-being.
- **Implementing behavioral strategies:** The expert may recommend implementing specific behavioral strategies, such as positive reinforcement or social skills training, to address the individual's symptoms and improve their functioning.
- **Using medication:** In some cases, the expert may recommend using medication to address specific symptoms of the condition, such as anxiety or depression. It is important to follow the prescribed dosage and schedule, and to report any side effects or concerns to the expert.

Following these prescribed suggestions is important in order to maximize the effectiveness of the treatment plan and achieve the best possible outcomes for the individual. It is also important to communicate with the expert about any challenges or concerns that arise during the treatment process, as they may need to adjust the treatment plan accordingly.

Treatment Suggestions for ASD in Adults:

Behavioral analysis (ABS) is applied following standard procedure.

Prescribed Suggestions from expert is followed for assisting treatment.

4.3 Suggested therapies:

- **Occupational therapy:** Occupational Therapy based on engagement in meaningful activities of daily life. (Such as self-care skills, education, work, or social interaction) specially to enable or encourage participation in such activities despite impairments or limitations in physical or mental functioning.



(An **occupational therapist** is a healthcare provider who helps you improve your ability to perform daily tasks. For example, getting dressed, playing a sport, cooking a meal etc.)

- **Speech therapy:** (Speech therapy is the assessment and treatment of communication problems and speech disorders).
- **Physical therapy:** Physical therapy is a medical treatment used to restore functional movements, such as standing, walking, and moving different body parts.
- **Pharmacological therapy:** *Pharmacotherapy refers to treating a disease or illness with medication.*

4.4 Awareness of ASD:

a) Embracing, respecting and supporting children with ASD: Embracing, respecting, and supporting children with Autism Spectrum Disorder (ASD) means recognizing their unique strengths and challenges, and creating a safe and supportive environment for them to thrive.

b) Importance of ASD awareness: Autism Spectrum Disorder (ASD) awareness is essential to promote understanding, acceptance, and inclusion of individuals with ASD. Here are some of the key reasons why ASD awareness is important:

- Early Diagnosis and Intervention.
- Improved Education and Employment Opportunities.
- Support for Families and Caregivers.
- Advocacy and Funding.

Overall, ASD awareness is crucial to promote a more inclusive and understanding society, and to improve outcomes for individuals with ASD and their families.

c) ASD Day and Month: ASD Day and Month are dedicated to raising awareness of Autism Spectrum Disorder (ASD) and promoting understanding and acceptance of individuals with ASD.

World Autism Awareness Day is observed on April 2nd every year to increase understanding and acceptance of individuals with ASD, promote early diagnosis and intervention, and support the rights of individuals with ASD. The purpose of ASD Day and Month is to increase public knowledge and understanding of ASD, to reduce the stigma associated with ASD, and to support individuals with ASD and their families. The ultimate goal is to create a more inclusive and supportive society for individuals with ASD.

d) Building awareness among all: Building awareness of Autism Spectrum Disorder (ASD) among all individuals is crucial to promote understanding, acceptance, and inclusion of individuals with ASD. Here are some ways to build awareness of ASD among all:

- Education and Training.
- Public Awareness Campaigns
- Community Events:
- Media and Social Media
- Building awareness of ASD among all individuals can help reduce stigma and discrimination, and promote a more inclusive and supportive society for individuals with ASD and their families.

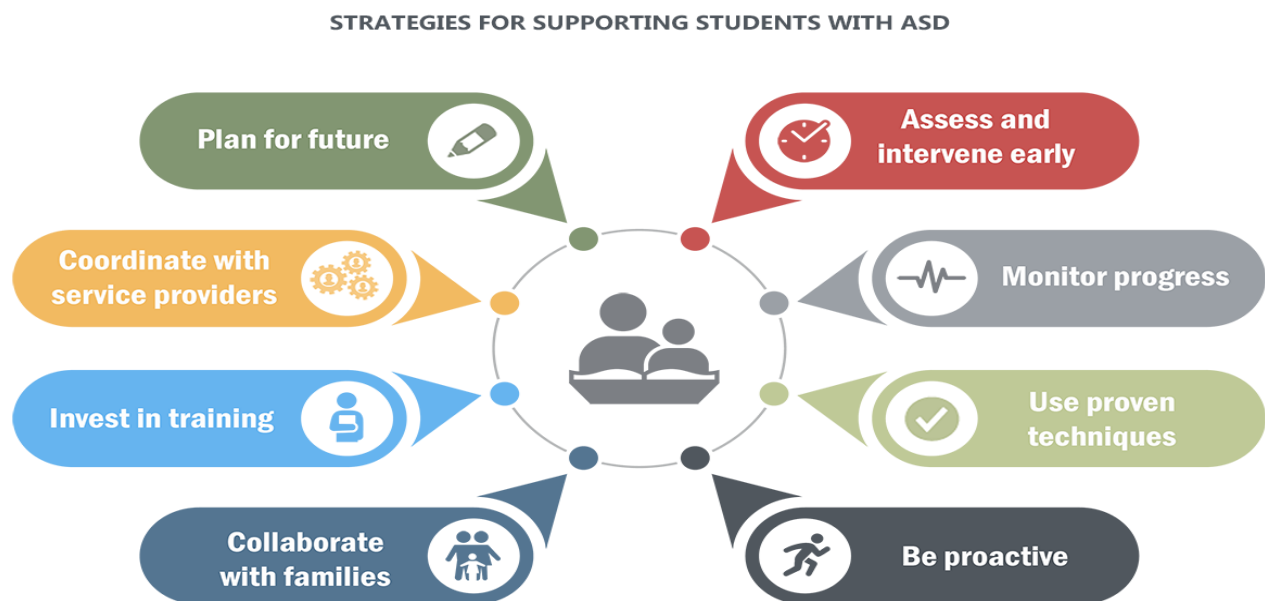
How to manage of ASD client

Managing an individual with Autism Spectrum Disorder (ASD) involves understanding their unique strengths and challenges, and providing individualized support to address their specific needs. Here are some strategies for managing an ASD client:

- **Develop a structured and consistent routine:** Establishing a visual schedule and clear expectations can help individuals with ASD navigate daily activities and transitions. Consistency and predictability can help reduce anxiety and provide a sense of security.
- **Provide sensory support:** Many individuals with ASD have sensory sensitivities or preferences. Providing sensory support such as noise-canceling headphones, weighted blankets, or fidget toys can help individuals with ASD manage sensory input and reduce anxiety.
- **Use visual supports:** Visual supports such as picture schedules, social stories, and visual timers can help individuals with ASD understand expectations, communicate their needs, and manage transitions.
- **Encourage and support communication:** Individuals with ASD may struggle with communication. Encouraging and supporting communication through various means such as verbal, non-verbal, or assistive technology can help individuals with ASD express their needs and connect with others.
- **Build social skills:** Individuals with ASD may have difficulty with social skills such as communication, social interaction, and emotional regulation. Providing social skills training and opportunities to practice social skills can help individuals with ASD build relationships and connect with others.

- **Collaborate with professionals:** Collaborating with professionals such as therapists, educators, and medical professionals can help provide a comprehensive and coordinated approach to managing an ASD client.
- **Foster a positive and supportive environment:** Creating a positive and supportive environment that celebrates the individual's strengths and supports their challenges can help individuals with ASD feel accepted, valued, and empowered.

Overall, managing an ASD client involves providing individualized support that addresses their unique needs and challenges. By understanding and supporting the individual, it is possible to help them reach their full potential and improve their quality of life.



How to communication of ASD client

Communicating with an individual with Autism Spectrum Disorder (ASD) can be challenging, but there are some strategies that can help improve communication. Here are some tips for communicating with an ASD client:

- **Use clear and simple language:** Use simple and direct language when communicating with an ASD client. Avoid using idioms, sarcasm, or metaphors, as these can be confusing.
- **Use visual aids:** Visual aids such as pictures, diagrams, and videos can help individuals with ASD understand information better. Use visual aids to support verbal communication, and provide visual cues to help them follow instructions.

- **Be patient:** Individuals with ASD may need more time to process information and respond. Allow them time to process and respond without rushing them.
- **Use positive reinforcement:** Positive reinforcement such as praise, rewards, and encouragement can help individuals with ASD feel motivated and confident. Use positive reinforcement to acknowledge their achievements and efforts.
- **Respect their preferences:** Individuals with ASD may have specific preferences and routines that they prefer to follow. Respect their preferences and avoid changing routines without prior notice.
- **Use nonverbal cues:** Nonverbal cues such as facial expressions, tone of voice, and body language can convey emotions and feelings. Use appropriate nonverbal cues to help individuals with ASD understand the tone and intent of the communication.
- **Seek the help of a professional:** If you are unsure about how to communicate effectively with an ASD client, seek the help of a professional such as a speech-language pathologist or an occupational therapist.

Overall, effective communication with an ASD client involves using clear and simple language, visual aids, and nonverbal cues to support their understanding. Being patient, using positive reinforcement, and respecting their preferences can also help build a positive and supportive communication environment.

Self-Check:

1. Why do children with autism spectrum disorder need socialization?
2. What do you understand by Abnormal repetitive behavior?
3. How can you try to socialize an ASD affected child?
4. What do you understand by the term repetitive behavior in case of an ASD affected child.
5. What are the ways to communicate with an autistic child?
6. How does autism spectrum disorder affect social skills?
7. What do you mean by ADHD?
8. What is meant by the term repetitive behavior in children with ASD?
9. What are the ways to communicate with an autistic child?
10. Write the steps to help a child in managing ASD

Answer key

1. Why do children with autism spectrum disorder need socialization?

- a) Socialization allows kids to build skills.
- b) Socialization helps them to build confidence.
- c) Social interactions will help children develop their self-esteem.

2. What do you understand by abnormal repetitive behavior?

Abnormal Repetitive Behavior (ARBs) ARBs are defined as behaviors that are inappropriate, repetitive and unvarying in either goal or motor pattern.

3. How can you try to socialize an ASD affected child?

- a) Organize game.
- b) Group activities.
- c) Encourage to behave well.
- d) Practice desired behavior.
- e) Provide structured social interactions.

4. What do you understand by the term repetitive behavior in case of an ASD affected child:

Repetitive behavior may include-

- a) Repetitively lining up toys
- b) Opening and closing drawers or doors
- c) Finger-flicking
- d) Jumping

5. What are the ways to communicate with an autistic child?

- a) Address with respect and calm voice
- b) Avoid using negative words
- c) If you ask a question, wait for a response
- d) Respond with empathy
- e) Maintain eye contact

6. How does autism spectrum disorder affect social skills?

Typical social skill deficits include-

- | | |
|---|-------------------------|
| a) Establishing and maintaining relationships | d) Listening |
| b) Maintaining eye-contact | e) Following directions |
| c) Sharing information | f) Cooperating |

7. What do you mean by ADHD?

ADHD (attention deficit hyperactivity disorder) is a neurological disorder that impacts the parts of the brain that help us plan, focus on, and execute tasks. ADHD symptoms vary by sub-type — inattentive, hyperactive, or combined — and are often more difficult to diagnose in girls and adults.

8. ASD Avμvší wkii tÿ†i wiwcwUwUf we†nwfqvi kãwU Øviv wK tevSvq?

- ASD Avμvšĺ wkii †ŷ†ĺ wiwcwUwUf we†nwfqvi ej†Z GKB AvPiY evi evi Kiv†K †evSvq|

9. AwUw÷K wkii mv±_ †hvMv±hvM Kivi wK wK Dcvq i±q±Q? (4wU Dcv±qi bvg ej)

- a) Symbols
- b) Photos
- c) Written words
- d) Video

10. ASD e"e"vcbvq GKwU wkî±K mnvgZv Kivi c`±ÿc,wj wjL?

- Educational intervention is applied.
- Medical management is provided.
- Family is involved in support to children.
- Appropriate diet chart is followed.
- Safety measures are ensured.

Mental retardation

1. What is mental retardation?

Mental retardation is *an intellectual disability that results in intellectual capabilities significantly below average*. Mental retardation is a permanent condition characterized by sub average intelligence, which causes limitations in learning and adaptive functioning.



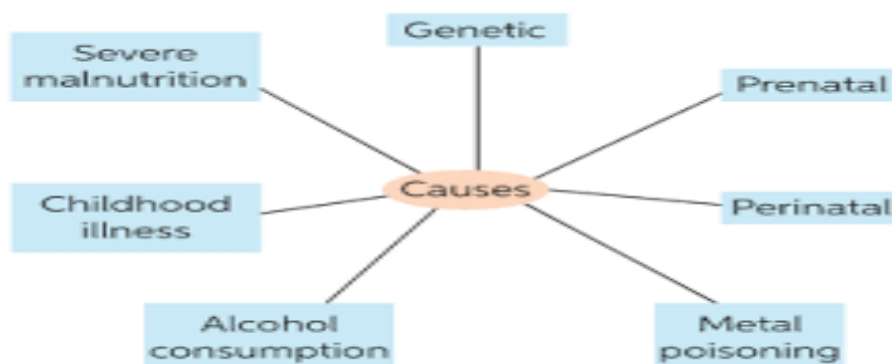
S. No	Types	IQ Ranges
1	Mild mental retardation	50-70
2	Moderate mental retardation	35-50
3	Severe mental retardation	20-35
4	Profound mental retardation	<20

2. Signs of Mental Retardation

- Sit up, crawl, or walk later than other children
- learn to talk later, or have trouble speaking
- find it hard to remember things
- have trouble understanding social rules
- have trouble seeing the results of their actions
- have trouble solving problems
- Have trouble thinking logically.

3. Causes of Mental Retardation?

Mental retardation (intellectual disabilities) happen because the brain gets injured or a problem prevents the brain from developing normally.



Here are some problems that can cause intellectual disabilities:

- **Genetic conditions.**
- **Problems during pregnancy.**
- **Problems at birth.**
- The baby is born way too early.
- After being born, the baby gets a serious brain infection.
- Health problems. Diseases like whooping cough, the measles, or meningitis can cause intellectual disabilities. A serious head injury can hurt the brain and cause intellectual disabilities at any point during life.

4. Mental Retardation Prevention

Mental retardation is not preventable in most cases. However, some metabolic conditions such as phenylketonuria (PKU), galactosemia, and congenital hypothyroidism can be treated before the onset of mental retardation. These conditions can be identified through a simple blood test or heel prick (to draw blood) after the baby is born. There are also tests during pregnancy to assess whether a baby has chromosomal abnormalities such as Down syndrome.

- **Genetic.** Genetic counseling and screening during pregnancy can help parents understand risks and make plans and decisions.
- **Social.** Nutrition programs can reduce disability associated with malnutrition. Early intervention in situations involving abuse and poverty will also help.
- **Toxic.** Preventing exposure to lead, mercury, and other toxins reduces the risk of disability. Teaching women about the risks of alcohol and drugs during pregnancy can also help reduce risk.
- **Infectious diseases.** Certain infections can lead to intellectual disability. Preventing these diseases reduces the risk. For example, rubella syndrome can be prevented through vaccination.

What are mental disorders?

Mental disorders (or mental illnesses) are conditions that affect your thinking, feeling, mood, and behavior. They may be occasional or long-lasting (chronic). They can affect your ability to relate to others and function each day.

What are some types of mental disorders?

There are many different types of mental disorders. Some common ones include:

- Anxiety disorders, including panic disorder.
- Depression, bipolar disorder, and other mood disorders
- Eating disorders
- Personality disorders
- Post-traumatic stress disorder
- Psychotic disorders, including schizophrenia

What causes mental disorders?

There is no single cause for mental illness. A number of factors can contribute to risk for mental illness, such as:

- Your genes and family history.
- Your life experiences, such as stress or a history of abuse, especially if they happen in childhood.
- Biological factors such as chemical imbalances in the brain.
- A traumatic brain injury.
- A mother's exposure to viruses or toxic chemicals while pregnant.
- Use of alcohol or recreational drugs.
- Having a serious medical condition like cancer.
- Having few friends, and feeling lonely or isolated.

Mental disorders are not caused by character flaws. They have nothing to do with being lazy or weak.

How are mental disorders diagnosed?

The steps to getting a diagnosis include:

- A medical history
- A physical exam and possibly lab tests, if your provider thinks that other medical conditions could be causing your symptoms
- A psychological evaluation. You will answer questions about your thinking, feelings, and behaviors.

What are the treatments for mental disorders?

Treatment depends on which mental disorder you have and how serious it is. You and your provider will work on a treatment plan just for you. It usually involves some type of therapy. You may also take medicines. Some people also need social support and education on managing their condition.

In some cases, you may need more intensive treatment. You may need to go to a psychiatric hospital. This could be because your mental illness is severe. Or it could be because you are at risk of hurting yourself or someone else. In the hospital, you will get counseling, group discussions, and activities with mental health professionals and other patients.

How can we prevent mental disorders?

Here are some ways people have found to stay mentally well.

1. Talk about your feelings.
2. Get a good night's sleep.
3. Eat well.
4. Stay active.
5. Practice mindfulness, a way to be fully engaged and present in the moment.
6. Keep in touch.

How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working though this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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Module Content

Unit Title: Provide care and support to infants and toddlers

Unit Code: OU- INF-CITC-01-L3-V1

Module Title: Providing care and support to infants and toddlers

Module Description: This module covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers. It includes making comfort the infants and toddlers, bathing and dressing infants and toddlers, feeding infants and toddler, and putting infants and toddlers to sleep.

Nominal Duration: 30 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Make comfort the infants and toddlers
2. Bath and dress infants and toddlers
3. Feed infants and toddlers
4. Put infants and toddlers to sleep

Assessment Criteria:

1. Tools and equipment are prepared according to the need of the infant/toddler
2. Distressed infants and toddlers are responded with appropriate methods, activity and non-verbal cues
3. Infants and toddlers are picked up and cuddled according to standard procedure
4. Infants and toddlers are trained to use toilet facility according to standard procedure
5. Vital signs of infant and toddlers are measured following standard procedure.
6. Infants and toddlers are provided medication following doctor's prescription
7. Bathing instruments are prepared as per job requirement
8. Water quantity and temperature are checked as per requirement
9. Infants and toddlers are bathed according to standard procedure
10. Comforters are made available to infant and toddler when needed.
11. Infants and toddlers' feeding tools are cleaned and sterilized following standard procedure
12. Food is prepared as prescribed
13. Infants and toddlers are positioned for feeding
14. Infants and toddlers are fed following feeding schedule and standard procedure
15. Infants and toddlers are cleaned
16. Feeding tools are cleaned and stored as per standard procedure
17. Sleeping schedule is maintained
18. Infants and toddlers' crib are prepared as per procedure
19. Infants and toddlers are prepared for sleeping following standard procedure
20. Infants and toddlers are put to sleep as per baby's preference

Learning Outcome 1: Make Comfort the Infants and Toddlers

Assessment Criteria	1. Tools and equipment are prepared according to the need of the infant/toddler 2. Distressed infants and toddlers are responded with appropriate methods, activity and non-verbal cues 3. Infants and toddlers are picked up and cuddled according to standard procedure 4. Infants and toddlers are trained to use toilet facility according to standard procedure 5. Vital signs of infant and toddlers are measured following standard procedure. 6. Infants and toddlers are provided medication following doctor's prescription.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1 Tools and equipment 2 Infants and toddlers 3 Check vital sign for infant and toddler 4 Care of low-birth-weight baby 5 The comfort method and activities of infants and toddlers 6 Nonverbal cues 7 Care of infant and toddlers
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 1: Make Comfort the Infants and Toddlers

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about caregiving for infant, toddler and children	1. Instructor will provide the learning materials providing care and support to infants and toddlers
2. Read the Information sheet/s	2. Information Sheet No:1-Make comfort the infants and toddlers
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Make comfort the infants and toddlers 4. Answer key No. 1- Make comfort the infants and toddlers
4. Read the Job/ Task sheet and Specification Sheet	5. Job/ task sheet and specification sheet Job Sheet No:1-1: -Count Respiratory rate in Infant- Specification Sheet: 1-1 Count Respiratory rate in infant

Information Sheet 1: Make Comfort the Infants and Toddlers

Learning Objective:

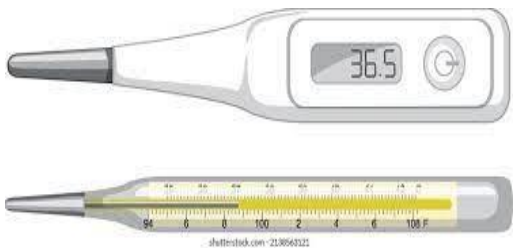
After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Tools and equipment
- 1.2 Infants and toddlers
- 1.3 Check vital sign for infant and toddler
- 1.4 Care of low-birth-weight baby
- 1.5 The comfort method and activities of infants and toddlers
- 1.6 Nonverbal cues
- 1.7 Care of infant and toddlers

1.1 Tools and equipment

Tools Equipment Name	Picture
Infant crib/Bed An infant crib, also commonly referred to as a baby crib or baby bed, is a specialized piece of furniture designed to provide a safe and comfortable sleeping environment for infants and young babies. It is typically a small, enclosed bed with high sides or railings to prevent the baby from rolling out or getting trapped.	
Breast milk collection shells Breast milk collection shells, also known as breast shells or milk savers, are breastfeeding accessories designed to collect leaking breast milk from the non-nursing breast during breastfeeding or pumping sessions. They are typically worn inside a bra and fit over the nipple, forming a protective barrier between the nipple and clothing.	

Breast pump A breast pump is a device used by lactating mothers to express breast milk from their breasts. It is designed to replicate the natural sucking action of a baby, allowing mothers to collect and store their breast milk for various purposes.	
Infant carrier An infant carrier, also known as a baby carrier or baby sling, is a type of portable baby-carrying device designed to hold and transport young infants while leaving the caregiver's hands free. It is worn by the caregiver, typically either on the front or back, allowing them to carry the baby close to their body.	
Stroller A stroller, also known as a baby stroller or a pram, is a wheeled device designed to transport infants and young children in a seated or semi-reclined position. Strollers provide a convenient and comfortable means of transporting babies while allowing parents or caregivers to move freely and easily in various environments.	
Bassinet A bassinet is a small, portable, and cozy sleeping bed or basket designed specifically for newborns and very young infants. It is often used during the first few months of a baby's life as a safe and comfortable sleeping space. Bassinets are commonly used by parents, caregivers, and caretakers as an alternative to cribs for newborns	

to keep them close at night or during naps.	
Feeding bottles with cap, Ring and nipple Feeding bottles with cap, ring, and nipple are specially designed containers used to feed infants with formula milk, breast milk, or other liquids. These bottles consist of several components that work together to provide a safe and convenient feeding solution for babies.	For Avent Bottles Sealing Cap  The image shows a white plastic sealing cap with a yellow ring and a green nipple. Below it are several Avent baby bottles of different sizes and colors (white, blue, green) with the brand name 'AVENT' visible on them.
Diaper A diaper is a type of absorbent undergarment worn by infants and young children to contain and manage their waste, primarily urine and feces. Diapers are an essential item for babies who are not yet toilet-trained, providing a hygienic and convenient solution for maintaining cleanliness and preventing leaks and messes.	 The image shows a single baby diaper with a light blue and white patterned front and a white back. The brand name 'Avent' is visible on the front.
Small Tea Spoon A small teaspoon, often simply called a teaspoon, is a common household utensil used for stirring and serving beverages, particularly tea and coffee. It is a smaller version of the standard teaspoon and is specifically designed for accurately measuring and adding small amounts of ingredients, such as sugar or cream, to hot drinks.	 The image shows four small, polished metal tea spoons of different sizes and shapes, arranged in a row.
Thermometer A thermometer is a device used to measure temperature accurately. It is a common tool used in various fields, including medicine, meteorology, cooking, and science. Thermometers	 The image shows two types of thermometers. The top one is a digital thermometer with a white body and a black display showing '36.5'. The bottom one is an analog thermometer with a yellow body and a black scale showing '94' to '106'.

work on the principle that substances, such as mercury or alcohol, expand or contract in response to temperature changes.	
Sterilizer Kits Sterilizer kits, also known as sterilization kits or sterilization sets, are collections of tools and equipment used to sterilize various items, particularly in medical and laboratory settings. The primary purpose of sterilizer kits is to ensure that instruments and equipment are free from microorganisms, including bacteria, viruses, and fungi, to prevent the spread of infections and maintain a sterile environment.	
Hot water bottles A hot water bottle is a container, typically made of rubber or other heat-resistant materials, designed to hold hot water for the purpose of providing warmth and comfort. It is a simple and practical device used to alleviate pain, provide warmth, and promote relaxation in various situations.	

1.2 Infants and toddlers

Infant: Infant is defined as the first year of life and is the Period of most rapid growth after birth. Infant is commonly used as a Slightly more formal word for baby. (The youngest category of the baby). It is an exciting period of firsts – First smile, first successful grasp, first evidence Separation anxiety, first world, first step, first sentence.	
--	--

Toddler:

A young child usually between one and three years old.

A Toddler is a young child who has only just learn to walk or who still walks unsteadily with small, quite Steps.



1.2.1 Basic Needs for an infant and Toddlers

Infant:

Infant have certain basic needs in common that must be provided to ensure their optimal development and wellbeing, Warmth and affection, a sense of accomplishment, encouragement, a sense of responsibility, and a chance to learn and explore their environment.

Toddler:

Toddler's basic needs are-

- Maintain Food and Nutrition
- Sleep
- Clothing
- Shelter
- Health
- Protection from any Harm.

1.3 Check vital sign for infant and toddler

- Heart Rate
- Respiratory rate
- Temperature
- Blood pressure
- Oxygen Level by Pulse Oximeter

Before measuring the vital sign makes sure that the baby has been seated and resting for at least 5 minutes prior to obtaining vital signs to accurately determine the baseline.

1.3.1 Newborn Vital Signs

- Heart Rate: 100-160 b/min
- Respiratory Rate: Spontaneous, Regular, and rate is Between 30-60 breaths per minutes.
- Temperature: 97.5-99. F (Axillary)

1.3.2 Infant's vital Sign

- Heart Rate: 80-120 b/min (up to 1 year)
- Respiratory Rate: Spontaneous, Regular, and rate is Between 30-60 breaths per minutes
- (Up to 2 Months of Age, 59 days)
- (3 months to 11 months)-30 to 50 breath /min
- Temperature: 97.5-99. F (Axillary)
- Blood pressure: 80 -110 mm of hg

1.3.3 Toddlers Vital Sign:

- Heart Rate: 90 -120 b/min
- Respiratory Rate: 20 -40 b/min up to 5 years
- Temperature: 97.5-99. F
- Blood pressure: 110/70 mm of hg

1.3.4 Danger sign of infant's and toddlers:

Infant:

According to

Who (World health Organization)-

- Not able to feed or stopped feeding well/ Unable to Breast feed
- Convulsion or fitted since Birth
- Fast breathing
- Chest indrawing
- Hypothermia or Hyperthermia

1.3.5 Toddler:

- Not able to feed or stopped feeding well/ Unable to Breast feed
- Vomits Everything
- Lethargic or Unconscious
- convulsion

1.3.6 Hypothermia:

Hypothermia is defined as a core body temperature below 35°C (95°F). The stage of hypothermia, as defined by core temperature, is important in both recognition and treatment.

1.3.7 Hyperthermia:

Hyperthermia is an abnormally high body temperature — or overheating. Hyperthermia occurs when your body absorbs or generates more heat than it can release.

A human's normal body temperature is about 98.6 degrees Fahrenheit.

1.4 Care of low-birth-weight baby

Treatment for very low birth weight babies includes care in the NICU, temperature-controlled beds, and special feedings. In general, the lower the baby's birth weight, the greater the risks for complications. Prenatal care is a key factor in preventing preterm births and very low birth weight.

Here are some things to keep in mind

- Breastfeed your low birth weight (LBW) baby on schedule.
- Give your low-birth-weight baby plenty of skin-to-skin contact.
- Ensure your low-birth-weight baby sleeps safely.
- Keep your LBW baby warm.
- Help your LBW baby gain weight steadily.
- Monitor your low-birth-weight baby's growth closely.

1.5 The comfort Method and activities of infants and toddlers:

- Imitating babies' vocalization
- Talking
- Laughing
- Rhymes
- Finger games
- Providing a familiar blanket or Lovey.
- Holding
- Dancing
- Gentle bouncing
- Substituting activities
- Playing pat –a- cake
- Distraction to an activity
- Cuddles, Comfort
- Listening, Talking with the infant or toddler quietly
- Use of Transition object
- Playing music or movie
- Rocking rapidly
- Singing
- Holding up a mirror

1.6 Non-Verbal Cues

1.6.1 Body Language

Body language is a range of nonverbal signals that you can use to communicate your feelings and intentions. These include your posture, facial expressions, and hand gestures. Or

Body language is a type of communication in which physical behaviors, as opposed to words, are used to express or convey information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space.

1.6.2 Smiling

To make a happy or friendly expression in which the corners of your mouth curve up: He smiled and shook my hand. When he smiled at me, I knew everything was all right.

1.6.3 Response to an interesting Activity of interaction

A situation where two or more people or things communicate with each other or react to each another: interaction between sb and sb There's not enough interaction between the management and the workers.

1.6.4 Eye Contact

Eye contact is what happens when two people look at each other's eyes at the same time. This is a form of nonverbal communication that humans use to communicate many forms of emotions.

Unlike other primates, we can easily see where humans are looking because of the amount of white surrounding our irises

1.7 Care of infant and toddlers

Caring for infants and toddlers requires special attention, as they are in a critical stage of development. Providing a safe, nurturing, and supportive environment is essential for their physical, emotional, and cognitive growth.

Here are some important aspects of caring for infants and toddlers:

- **Feeding:** Infants need breast milk or formula for their nutrition. For toddlers, a balanced diet including fruits, vegetables, grains, protein, and dairy is crucial. Avoid giving them foods that are choking hazards and monitor for any food allergies.
- **Sleep:** Infants and toddlers require sufficient sleep for their growth and development. Establish a consistent sleep routine and create a safe sleeping environment, laying them on their back to sleep.
- **Hygiene:** Regularly change diapers for infants and encourage toddlers to use the potty when they are ready. Practice good handwashing habits to prevent the spread of germs.

- **Safety:** Ensure that the home is childproofed, removing any potential hazards like sharp objects, choking hazards, and toxic substances. Use safety gates, outlet covers, and secure heavy furniture to prevent accidents.
- **Play and Stimulation:** Provide age-appropriate toys and activities that stimulate their curiosity and learning. Engage in playtime to support their cognitive and social development.
- **Social Interaction:** Interact and communicate with infants and toddlers regularly. They need positive social interactions to develop emotional and language skills.
- **Healthcare:** Schedule regular check-ups with a pediatrician to monitor their growth and development. Keep up with vaccinations and seek medical attention promptly when needed.

Self-Check Sheet - 1: Make Comfort the Infants and Toddlers

Questionnaire

1. Who Is a Child?

Answer:

2. Stages of a child?

Answer:

3. Define Infant, Infancy and toddler?

Answer:

4. What are the characteristics of Infan and toddler?

Answer:

5. Name some Tools and Equipment's for infants and toddlers?

Answer:

Answer Key - 1: Make comfort the infants and toddlers

1. Who Is a Child?

Answer: The United Nations Convention on the Rights of the child defines

A Child means every Human being below the age of eighteen year sunless under the law applicable to the child, majority is attained earlier.

According to Child Act 2010 Government of Bangladesh –

“Any person under age 18 is to be regarded as a child.”

2. Stages of a child?

Answer: Stages of a Child's life:

Intrauterine Period:

Embryo: Fertilization to 8 weeks

Fetus: 9 weeks to birth

Perinatal Period:

- 28th weeks of gestation to the 7 the day after birth
- Neonates: Birth to 4 weeks of age
- Infancy: Birth to 1 year of age.
 - Early Infancy—Birth to 6 months of Age
 - Late infancy ----6 months to 12 Months
- Toddlers: 1 to 3 years of age
- Child Hood: 3 to 10 Years of age
- Adolescence: 10 years to 19 years of age

3. Define Infant, Infancy and toddler?

Answer:

▪ Infant:

Infant is defined as the first year of life and is the Period of most rapid growth after birth. Infant is commonly used as a Slightly more formal word for baby. (The youngest category of the baby)

▪ Infancy:

Infancy is defined as the first year of the life after birth.

▪ Toddler:

A young child usually between one and three years old.

A Toddlers is a young child who has only just learn to walk or who still walks unsteadily with small, quite Steps.

4. What are the characteristics of Infant and toddler?

Answer:

Characteristic of an Infant:

- During this first year the baby will form Special bonds with caring adults, explore the world around them by touching, looking and engaging with in safe Spaces with caregivers.
- They will also learn more about emotions by watching everyone, sharing a smile and calming with your help.
- Infants are learning to anticipate events, make sense of their worlds and communicate their needs in these early months of life.
- Physical such as Fine Motor Skill (Holding a spoon, pen, pincer graps) and Gross motor Skill (Head control, Sitting, and walking).
- They learn through Sight, sound, Smell and taste in exploration of their everyday environment.

5. Name some Tools and Equipment's for infants and toddlers?

Answer:

Tools and Equipment's for infants and toddlers:

- Infant crib/Bed
- Blanket/Comforter's
- Breast milk collection shells
- Breast pump
- Infant carrier
- Stroller
- Bassinet
- Bathing Paraphernalia
- Feeding bottles with cap, Ring and nipple
- Dropper
- Small Tea Spoon
- Baby's layettes
- Thermometer
- Sterilizer Kits
- Cleaning Solution
- Infant Towel
- Infant's and toddler's Formula
- Bibs
- Hot water bottle
- Nursery rhymes and story books
- Toys for the crib (Mobile)
- Baby Dummy
- Wet Wipes
- Tissue

Task Sheet-1.1 Count Respiratory Rate of an infant

Working Procedure:

- Full view of infant
- Close-up view of chest and abdomen
- Sit down or lay down and try to relax.
- It's best to take your respiratory rate while sitting up in a chair or in bed.
- Measure your breathing rate by counting the number of times your chest or abdomen rises over the course of one minute.
- Record this number in one minute.

Learning Outcome 2: Bath and Dress Infants and Toddlers

Assessment Criteria	1. Bathing instruments are prepared as per job requirement 2. Water quantity and temperature are checked as per requirement 3. Infants and toddlers are bathed according to standard procedure 4. Comforters are made available to infant and toddler when needed.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1 Tools and Equipment's for infant and toddlers for their bathing and dressing. 2 Temperature of Shower Water and Measurement of water. 3 Bathing Paraphernalia and Toiletries. 4 Shower of toddler and infant 5 Comforter 6 Special toys 7 Blanket 8 Baby Dummy
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 2: Bath and Dress Infants and Toddlers

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about caregiving for infant, toddler and children	1. Instructor will provide the learning materials bathing and dress infants and toddlers
2. Read the Information sheet/s	2. Information Sheet No:2-Bath and dress infants and toddlers
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2- Bath and dress infants and toddlers 4. Answer key No. 2- Bath and dress infants and toddlers
4. Read the Job/ Task sheet and Specification Sheet	5. Job/ task sheet and specification sheet Job Sheet No:2-1: Bathing of a new born baby Specification Sheet: 2-1 Bathing of a newborn baby

Information Sheet 2: Bath and Dress Infants and Toddlers

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Tools and Equipment's for infant and toddlers for their bathing and dressing.
- 2.2 Temperature of Shower Water and Measurement of water.
- 2.3 Bathing Paraphernalia and Toiletries.
- 2.4 Shower of toddler and infant
- 2.5 Comforter
- 2.6 Special toys
- 2.7 Blanket
- 2.8 Baby Dummy

2.1 Tools and Equipment's for infant and toddlers for their bathing and dressing

Tools and Equipment's name	Picture
Thick towels or a sponge-type bath cushion: Thick towels or a sponge-type bath cushion are items used in bathing to provide additional comfort and support for the person being bathed. These items are designed to enhance the bathing experience and make it more enjoyable and relaxing.	
Soft washcloths: Soft washcloths are small, lightweight pieces of fabric, typically made of soft and gentle materials like cotton, bamboo, or microfiber. They are designed for use in personal hygiene and bathing routines, specifically for cleaning and washing the face, body, and sensitive areas.	

Hooded baby towel: A hooded baby towel is a specialized type of baby towel designed to wrap around a baby's body after bathing, with an added hood at one end. The hood is typically located at the top edge of the towel and is designed to cover and dry the baby's head after a bath.	
Clean diaper and clothing: A clean diaper and clothing refer to the absence of dirt, urine, feces, or any other contaminants on the diaper and the garments worn by an infant or young child.	

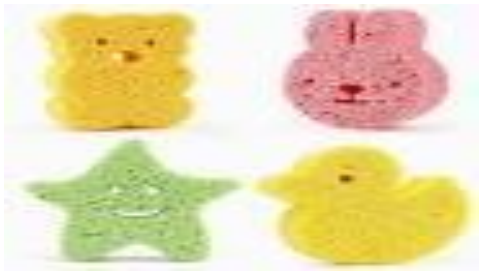
2.2 Temperature of Shower Water and Measurement of water

It is important to follow these Safety rules when bathing your baby:

- Keep the room warm so your baby does not get cold.
- Bath your baby quickly to avoid chilling.
- Keep water around 100.F (F)or 37.8-38 Celsius (C). Test the water with a bath thermometer, your elbow, or your Wrist. The water should feel warm, not hot.
- Never leave your baby alone in any amount of water.

2.3 Bathing Paraphernalia and Toiletries

Paraphernalia name	Picture
Thick towels or a sponge-type bath cushion: Thick towels or a sponge-type bath cushion are items used in bathing to provide additional comfort and support for the person being bathed. These items are designed to enhance the bathing experience and make it more enjoyable and relaxing.	

Baby bath Sponge /soft and clean washcloth: A baby bath sponge or a soft and clean washcloth are items used during bathing to clean and wash a baby's delicate skin. They are designed to be gentle and non-abrasive, suitable for use on a baby's sensitive skin.	
Baby bathtub that fits the baby: A baby bathtub that fits the baby is a specialized bathing accessory designed to provide a safe and comfortable bathing environment for infants and young babies. It is specifically designed to accommodate the size and needs of a baby during bath time.	
Fresh clothes: Fresh clothes refer to garments that are clean, free from dirt, stains, and odors, and have a pleasant and recently laundered appearance and smell. They are clothes that have been washed and dried, providing a feeling of cleanliness and freshness when worn.	
Comb and hair brush: A comb and hairbrush are grooming tools used to detangle, style, and manage hair. They are essential items in hair care routines and are designed to help keep hair neat, smooth, and well-groomed.	

Baby Blanket: A baby blanket is a soft and cozy piece of fabric designed specifically for infants and young children to provide warmth, comfort, and security. Baby blankets come in various sizes, shapes, and materials, and they are a staple item in nurseries and baby care.	
Cotton balls: Cotton balls are small, soft, and fluffy spheres made of cotton fibers. They are commonly used for various purposes in personal care, hygiene, and household tasks.	
Baby shampoo and baby soap Baby shampoo and baby soap are specially formulated personal care products designed for the gentle cleansing and care of infants and young children. They are milder and more suitable for delicate baby skin and hair compared to regular adult shampoos and soaps.	
Scent and alcohol- free soap: Scent-free and alcohol-free soap refers to a type of soap that does not contain any added fragrances or alcohol in its formulation. These soaps are specifically designed for individuals with sensitive skin or those who may have allergies or sensitivities to certain ingredients commonly found in scented or alcohol-based soaps.	

2.4 Shower of toddler and infant

Procedure of shower of Infant and Toddler:

Full Bath:

- a) Fill the sink or baby tub with no more than 3 inches of warm water. Test the temperature of water.
- b) Undress the baby, place them on the pad, if giving a sponge or in a basin of water.
- c) Before putting Soap on a washcloth, gently clean the baby's eyelids. using a clean spot on the cloth, start the inner corner of the eye and wash towards the ears.
- d) Then, wash your baby's face with only water. Do not soap on their face.
- e) Use clean water to wash the outer part of the ear. Do not use cotton swabs, like Q-tips, inside your baby, s ear.
- f) Wet the baby's head with water. Put mild soap or shampoo on the washcloths. Gently rub the washcloth over their head from front to back. keep soap out of their eyes. Rinse their head with clean water and gently pat with the towel.
- g) While the baby is lying on the pad or in the basin, reach under them to, lift their back and head up with your arm.
- h) Make a soapy lather on the washcloth or with your hands. Start at the neck and lather the baby's entire body. Be sure to clean between fingers, toes, and skin folds.
- i) Use the soapy washcloth or your hands to clean the diaper area.
 - Start at the front and move back to the buttocks.
 - If the baby is not circumcised, do not pull back the foreskin to clean the Genetalia.
- j) Rinse the soap off your baby with a clean, Wet washcloth.



Sponge Bath:

- a) A sponge bath is when you bathe your baby without putting him or her in a tub.
- b) During a sponge bath, you lay your baby on a towel and clean him or her with a wet washcloth.
- c) You should sponge bathe your baby no more than 2 to 3 times each week. A sponge bath should take about 5 to 10 minutes to complete.



After the Bath:

- a) Pat your baby dry with a clean towel.
- b) If you want, use lotion. Do not put lotion on baby's face.
- c) Brush and comb your baby's hair.
- d) Clean their fingernail and toenails. Carefully clip the nails with Baby's Scissors or clippers when needed. Do this by making short, little clips above the white nail line. This will avoid cutting the nail too close. Or you may file the nail with a nail file. Keep your baby's finger nails short so they do not scratch their face.

Note: Your Baby may be bathed on a Towel, Blanket, or Changing table until his umbilical cord falls off or until he is old enough to sit up.

2.5 Comforter

Comforters are generally laid over a top bed sheet (and sometimes also blankets) and used to cover the body during sleep.

OR

A comforter is a fluffy, thick, decorative blanket used as the top covering on your bed.

2.5.1 Special toys

A sensory toy is one that is specially designed to stimulate one or more of the senses.

Sensory toys may be more appealing to children on the spectrum because they can help the child remain calm and provide the sensory experience they want.



2.5.2 Blanket

A large piece of thick cloth for use as a bed covering, animal covering, etc, enabling a person or animal to retain natural body heat. a concealing cover or layer, as of smoke, leaves, or snow.



2.5.3 Baby Dummy

Device used for an infant to suck or bite on.



The exact origin of the name “pacifier” is unclear, but it may have come from the first baby comforters.

Self-Check Sheet - 2: Bath and Dress Infants and Toddlers

Questionnaire:

1. What is Bathing?

Answer:

2. Name some are Bathing Paraphernalia's?

Answer:

3. Write down Temperature and measurement of Shower Water?

Answer:

4. Write down the Steps of dressing of a baby?

Answer:

5. Procedure of shower of Infant and Toddler?

Answer:

Answer Key - 2: Bath and Dress Infants and Toddlers

1. What is Bathing?

Answer: The act of washing yourself or washing whole body by water.

2. Name some are Bathing Paraphernalia's?

Answer: Bathing Paraphernalia

- Thick towels or a sponge-type bath cushion.
- Baby bath Sponge /soft and clean washcloth
- Baby bathtub that fits the baby.
- Warm Water
- Fresh clothes.
- Comb and hair brush.
- Damp, Wash Clothes.
- Baby shampoo and baby soap (make sure they are gentle and non-irritating)
- Clean diaper and clothing.

3. Write down Temperature and measurement of Shower Water?

Answer: It is important to follow these Safety rules when bathing your baby:

- Keep the room warm so your baby does not get cold.
- Bath your baby quickly to avoid chilling.
- Keep water around 100.F (F)or 37.8-38 Celsius (C). Test the water with a bath thermometer, your elbow, or your Wrist. The water should feel warm, not hot.
- Never leave your baby alone in any amount of water.

4. Write down the Steps of dressing of a baby?

Answer: Handle your baby carefully and gently. Work slowly and tell him what you're doing.

- Remove clothes with care.
- Choose the correct size clothes.
- Make sure your baby's clothes are safe.
- Choose layers when dressing your little one.
- Place your baby on a safe, flat surface.

5. Procedure of shower of Infant and Toddler?

Answer:

1. Fill the sink or baby tub with no more than 3 inches of warm water. Test the temperature of water.
2. Undress the baby, place them on the pad, if giving a sponge or in a basin of water.
3. Before putting Soap on a washcloth, gently clean the baby's eyelids. using a clean spot on the cloth, start the inner corner of the eye and wash towards the ears.
4. Then, wash your baby's face with only water. Do not soap on their face.
5. Use clean water to wash the outer part of the ear. Do not use cotton swabs, like Q- tips, inside your baby, s ear.
6. Wet the baby's head with water. Put mild soap or shampoo on the washcloths. Gently rub the washcloth over their head from front to back. keep soap out of their eyes. Rinse their head with clean water and gently pat with the towel.
7. While the baby is lying on the pad or in the basin, reach under them to, lift their back and head up with your arm.
8. Make a soapy lather on the washcloth or with your hands. Start at the neck and lather the baby's entire body. Be sure to clean between fingers, toes, and skin folds.
9. Use the soapy washcloth or your hands to clean the diaper area.
10. Start at the front and move back to the buttocks.
11. If the baby is not circumcised, do not pull back the foreskin to clean the Genetalia.
12. Rinse the soap off your baby with a clean, Wet washcloth.

Job Sheet-2.1: Bathing of Newborn Baby

Working Procedure:

1. Fill the sink or baby tub with no more than 3 inches of warm water. Test the temperature of water.
2. Undress the baby, place them on the pad, if giving a sponge or in a basin of water.
3. Before putting Soap on a washcloth, gently clean the baby's eyelids. using a clean spot on the cloth, start the inner corner of the eye and wash towards the ears.
4. Then, wash your baby's face with only water. Do not soap on their face.
5. Use clean water to wash the outer part of the ear. Do not use cotton swabs, like Q- tips, inside your baby, s ear.
6. Wet the baby's head with water. Put mild soap or shampoo on the washcloths. Gently rub the washcloth over their head from front to back. keep soap out of their eyes. Rinse their head with clean water and gently pat with the towel.
7. While the baby is lying on the pad or in the basin, reach under them to, lift their back and head up with your arm.
8. Make a soapy lather on the washcloth or with your hands. Start at the neck and lather the baby's entire body. Be sure to clean between fingers, toes, and skin folds.
9. Use the soapy washcloth or your hands to clean the diaper area.
10. Start at the front and move back to the buttocks.
11. If the baby is not circumcised, do not pull back the foreskin to clean the Genetalia.
12. Rinse the soap off your baby with a clean, Wet washcloth.

Learning Outcome 3: Feed Infant and Toddlers

Assessment Criteria	1. Infants and toddlers' feeding tools are cleaned and sterilized following standard procedure 2. Food is prepared as prescribed 3. Infants and toddlers are positioned for feeding 4. Infants and toddlers are fed following feeding schedule and standard procedure 5. Infants and toddlers are cleaned 6. Feeding tools are cleaned and stored as per standard procedure 7. Work area is cleaned and disposed as per standard procedure
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1 Breast feeding 2 Colostrum 3 Exclusive Breast Feeding 4 Position and attachment of breast feeding 5 Storage of breast feeding. 6 Infancy and toddlers feeding tools and equipment's. 7 Infant Feeding Items 8 Formula feed id preparation 9 Sterilization of feeding items 10 Tips for Preparation of Formular Feeding 11 Infant and toddlers refeeding schedule
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 3: Feed Infant and Toddler's

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about caregiving for infant, toddler and children	1. Instructor will provide the learning materials feeding infant and toddlers
2. Read the Information sheet/s	2. Information Sheet No:3-Feed infant and toddlers
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Feed infant and toddlers Answer key No. 3- Feed infant and toddlers
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:3-1: - Preparation of Bottle Feeding for Children Specification Sheet: 3-1 Preparation of Bottle Feeding for Children

Information Sheet 3: Feed Infant and Toddlers

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Breast feeding
- 3.2 Colostrum
- 3.3 Exclusive Breast Feeding
- 3.4 Position and attachment of breast feeding
- 3.5 Storage of breast feeding.
- 3.6 Infant and toddlers feeding tools and equipment's.
- 3.7 Infant Feeding Items
- 3.8 Formula feed id preparation
- 3.9 Sterilization of feeding items
- 3.10 Tips for Preparation of Formular Feeding
- 3.11 Infant and toddlers feeding schedule

3.1 Breast feeding

Breastmilk is the ideal food for infants. Breast milk is given directly from the breast. However, it may also be pumped, stored, and offered from a bottle.

IYCF has 3 components:

- Promotion of early initiation of breast feeding (Within first hour of Life)
- Ensuring exclusive breast feeding for first 6 months (180 days of) Of life.
- Proper complementary feeding from 6 months of age (completion of 180 days) with continuation of breast feeding up to 2 years of age.

3.2 Colostrum

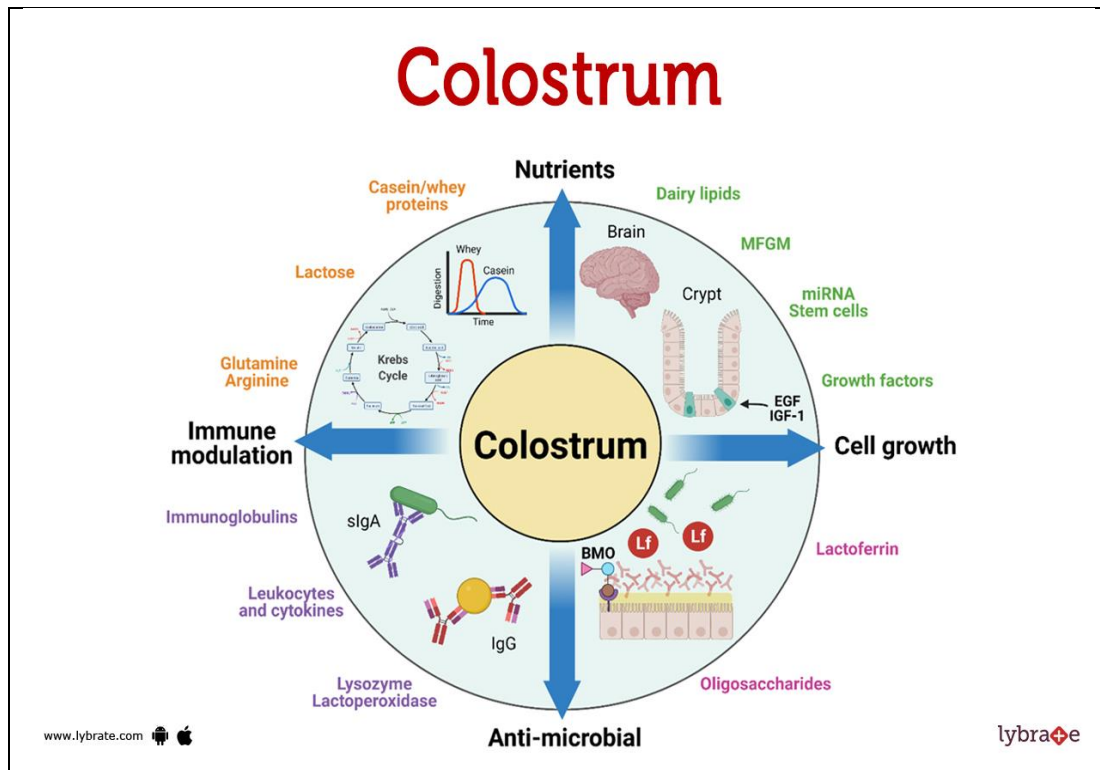
Is the first form of milk produced by the mammary glands of humans and other mammals immediately following delivery of the newborn. It is also called First milk.

Nature of colostrum:

Colostrum is a thick, yellowish-white fluid which can be expressed from the breast by the third trimester.

It contains-

- High levels of immunoglobulins antimicrobial peptides
- Growth factors.
- Colostrum is high in protein and low in fat and sugar.
- It's filled with white blood cells that produce antibodies.
- These antibodies strengthen your baby's immune system, protecting him or her from infection.



3.3 Exclusive Breast Feeding

- Exclusive breastfeeding means feeding your baby only breast milk, not nor a drop of water, except for medications or vitamin and mineral supplements.
- The American Academy of Pediatrics and the World Health Organization also recommend exclusive breastfeeding for about the first 6 months.
- with continued breastfeeding along with introducing appropriate complementary foods for up to 2 years of age or longer.

Component of Breast feeding:

- High in water and lactose
- Fat and Calories
- Carbohydrates
- Protein
- Vitamins
- Minerals
- Amino acid
- Enzymes

Benefit of Breast feeding:

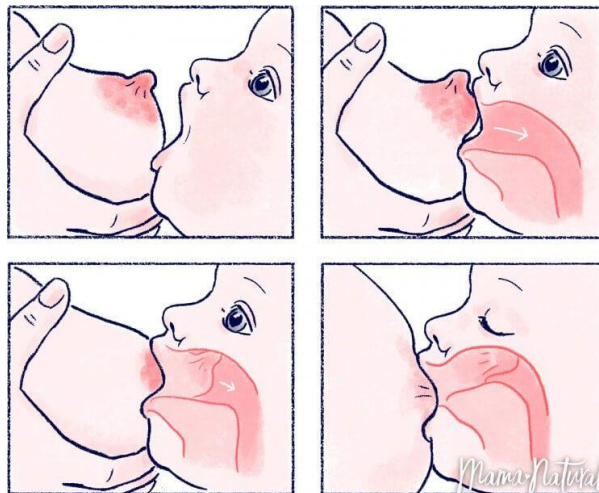
- Perfect nutrition.
- Protection.
- Brain power.
- Ready and portable.

- Size does not matter.
- Good for mothers too.
- Builds a special bond.
- Advantages continue as baby grows.
- Save money
- Promotes family planning.
- Lowers risk of breast and ovarian cancer.

Advantage of Breast feeding:

- Breastmilk is the best milk. The nutrients in breastmilk are unmatched by any other first food your baby can receive.
- It boosts baby's immune system. Breastmilk is a strong illness-inhibiting food.
- It balances baby's belly.
- Breastmilk is easily digestible.
- Breastfeeding benefits mom, too!

3.4 Position and attachment of breast feeding



Position of breast feeding:

- The body is Fully Supported.
- Body Close to the mother.
- Straight head and Body
- Facing breast, nose opposite to the nipple.

Attachment of Breast Feeding:

- The baby's chin is touching the breast
- The baby's mouth is open widely
- The baby's lower lip is turned outwards
- More Areola is seen above than below.



3.5 Storage of breast feeding

- Breast milk normally store at normal temperature for 6 hours
- At refrigerator for 24 hours. After getting from refrigerator must not warm by any type of HEAT.

3.6 Infant and toddlers feeding tools and equipment's

Feeder A feeder bottle, also known as a baby bottle or feeding bottle, is a specialized container designed to hold formula, breast milk, or other liquids to feed infants who are not breastfeeding directly from the breast. Feeder bottles are commonly used to provide nourishment to babies who are unable to nurse or when breastfeeding is not possible.	
Feeding Bottle and the nipples A feeding bottle, also known as a baby bottle or nursing bottle, is a specialized container designed to hold formula, expressed breast milk, or other liquids for feeding infants and young children. Feeding bottles are used when direct breastfeeding from the mother's breast is not possible or practical.	
Syringe	

A syringe is a medical device used for injecting fluids, administering medication, or withdrawing fluids from the body. It consists of a hollow cylindrical barrel with a plunger that fits tightly inside it. The plunger can be pushed or pulled to draw fluids into the barrel or expel them through a needle or nozzle at the tip of the syringe.	
Measuring Spoon A measuring spoon is a kitchen utensil used to accurately measure and dispense small amounts of dry or liquid ingredients for cooking and baking. Measuring spoons come in various sizes, typically ranging from 1/4 teaspoon to 1 tablespoon, each marked with specific measurements	

3.7 Infant Feeding Items

বয়স অনুযায়ী শিশুর দৈনিক মোট শক্তি চাহিদা পূরণে ঘরে তৈরি পরিপূরক (বাড়তি) খাবার কি ধরণের ও কতবার দেওয়া উচিত





শিশুর বয়স (মাস)	আদর্শ ওজন (কেজি)		মায়ের দুধের পাশাপাশি দৈনিক ঘরের তৈরি কোন কোন খাবার দেওয়া উচিত	মায়ের দুধের পাশাপাশি দৈনিক কতবার ঘরের তৈরি খাবার দেওয়া উচিত	কোন খাবার দেওয়া উচিত নয়
	ছেলে	মেয়ে			
পূর্ণ ৬ মাস	৮	৭.৩	ডিম সূজি, মাছ/মাংস/ডিম, শাক সবজি দিয়ে তৈরি বিচুড়ি, পুটিগুড়া ইত্যাদি	২-৩	যে কোন গুঁড়াদুধ, গুঁড়াদুধ দিয়ে তৈরি খাবার, সিরিয়াল জাতীয় প্যাকেটজাত খাবার, মধু, চিনির পানি, পানি, সরিষার তেল, গরু/ছাগল/মহিষের দুধ
৭-৮	৮.৫	৭.৮	ডিম সূজি, মাছ/মাংস/ডিম, শাক সবজি দিয়ে তৈরি বিচুড়ি, সবজি/ফল দিয়ে সূজির হালুয়া, পুটিগুড়া ইত্যাদি ও মৌসুমি ফল	২-৩	গুঁড়াদুধ বা গুঁড়াদুধ দিয়ে তৈরি খাবার, সিরিয়াল জাতীয় প্যাকেটজাত খাবার, চিপস, জুস ইত্যাদি যে কোন প্যাকেটজাত খাবার ও পানীয়
৯-১১	৮.৯-৯.৪	৮.২-৮.৭	ডিম সূজি, মাছ/মাংস/ডিম, শাক সবজি দিয়ে তৈরি বিচুড়ি, ছোট মাছের চপ, কাটলেট, সবজি/ফল দিয়ে সূজির হালুয়া, মিষ্টি কুমড়ার পায়ের ইত্যাদি ও মৌসুমি ফল	৩-৪	গুঁড়াদুধ বা গুঁড়াদুধ দিয়ে তৈরি খাবার, সিরিয়াল জাতীয় প্যাকেটজাত খাবার, চিপস, জুস ইত্যাদি যে কোন প্যাকেটজাত খাবার ও পানীয়, ফাস্ট ফুড ইত্যাদি
১২-২৩	৯.৫-১২	৯-১১.৩	ডিম সূজি, মাছ/মাংস/ডিম/কলিজা, শাক সবজি দিয়ে তৈরি বিচুড়ি, ছোট মাছের চপ, কাটলেট, সবজি/ফল দিয়ে সূজির হালুয়া; মিষ্টি কুমড়া/ফলের পায়ের, কলিজা/সয়া/সব-জি/মাংসের চপ, পের্পে/বুট/মিষ্টি আলু/গাজর মিষ্টকুমড়া ও নারিকেলের হালুয়া/সুপ ইত্যাদি ও মৌসুমি ফল	৪-৫	গুঁড়াদুধ বা গুঁড়াদুধ দিয়ে তৈরি খাবার, সিরিয়াল জাতীয় প্যাকেটজাত খাবার, চিপস, জুস ইত্যাদি যে কোন প্যাকেটজাত খাবার ও পানীয়, ফাস্ট ফুড ইত্যাদি

3.8 Formula feed id preparation

Milk formula is prepared as prescribed:

- Rinse: Rinse the feeding tools in warm water to remove any remaining food particles.
- Wash: Use a mild dishwashing soap and warm water to wash the feeding tools thoroughly.
- Rinse again: Rinse the feeding tools again in warm water to remove any soap residue.
- Sterilize: You can sterilize feeding tools using one of the following methods:
 - Boiling: Place the feeding tools in a pot of boiling water and boil for at least 5 minutes. Make sure that all parts of the feeding tools are fully submerged in the water.
 - Steam sterilization.
 - Chemical sterilization.
- Dry: After sterilizing, let the feeding tools air dry on a clean, dry surface. Avoid using a dish towel or paper towel, as these can introduce bacteria.

3.9 Sterilization of feeding items



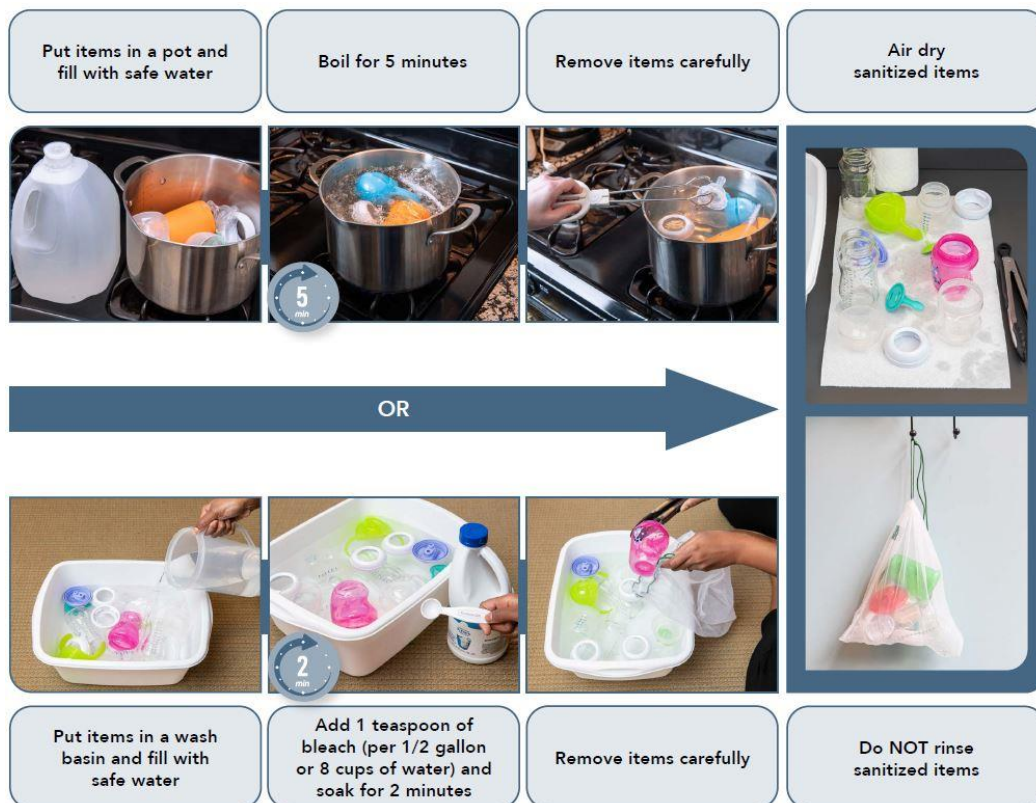
- Wash hands. Wash your hands well with soap and water for 20 seconds.
- Take apart. Separate all bottle parts (for example, bottles, nipples, caps, rings, valves).
- Rinse. Rinse bottle parts and any other feeding items by holding them under running water. Do not set them in the sink. The water can be warm or cold, whatever you prefer.

Wash feeding items.

- Place all items in a clean basin or container used only to clean infant feeding items. Do not wash directly in the sink because it may contain germs that could contaminate these items.
- Fill wash basin with hot water and add soap.
- Scrub items using a clean brush that is used only to clean infant feeding items.
- Squeeze water through nipple holes to be sure they get clean.
- Rinse again. Rinse by holding items under running water, or by holding completely under fresh water, in a separate basin that is used only for cleaning infant feeding items.
- Allow to air-dry. Place bottle parts, wash basin, and bottle brush on a clean, unused

dish towel or paper towel in an area protected from dirt and dust. Allow to air dry thoroughly.

- Do not use a dish towel to rub or pat items dry because doing so may transfer germs to the items.
- Clean wash basin and bottle brush. Rinse the wash basins and brush well and allow them to air-dry after each use. Wash them every few days, either in a dishwasher with hot water and a heated drying cycle (if they are dishwasher-safe), or by hand with soap and warm water. If your baby is less than 3 months old, was born prematurely, or has a weakened immune system due to illness (such as HIV) or medical treatment (Such as chemotherapy for cancer), wash basin and bottle brush after every use



3.10 Tips for Preparation of Formula Feeding

- Always follow manufacturers' instructions carefully as they vary on how much water and powder to use.
- Never add extra formula powder because this can make your baby constipated or dehydrated. Too little powder may mean your baby doesn't get the nourishment they need.
- You shouldn't add anything else to the bottle like sugar or cereals either.
- Never warm up formula in a microwave, as it may heat the feed unevenly and scald your baby's mouth.
- You should make up each feed as your baby needs it because bacteria multiply very quickly at room temperature. You might be surprised that even sealed formula packets can sometimes contain bacteria.

- Very young babies and babies with poorer immune systems, like premature babies, are more vulnerable to bacteria. It's particularly important to follow these guidelines or consider using sterile ready-made liquid feeds if your baby was born prematurely.



3.11 Infant and toddlers feeding schedule



- Most newborns eat every 2 to 3 hours, or 8 to 12 times every 24 hours.
- Babies might only take in half ounce per feeding for the first day or two of life, but after that will usually drink
- 1 to 2 ounces at each feeding. This amount increases to 2 to 3 ounces by 2 weeks of age.
- At about 2 months of age, babies usually take 4 to 5 ounces per feeding every 3 to 4 hours.

- At 4 months, babies usually take 4 to 6 ounces per feeding.
- At 6 months, babies may be taking up to 8 ounces every 4 to 5 hours.
- Most babies will increase the amount of formula they drink by an average of 1 ounce each month before leveling off at about 7 to 8 ounces per feeding. Solid foods should be started at about 6 months old.

Self-Check Sheet - 3: Feed Infant and Toddlers

Questionnaire:

1. What is Colostrum?

Answer:

2. Content of Colostrum?

Answer:

3. What is Exclusive Breast Feeding?

Answer:

4. Content of Breast feeding?

Answer:

5. Position of Breast Feeding?

Answer:

Answer Key - 3: Feed Infant and Toddlers

1. What is Colostrum?

Answer: Is the first form of milk produced by the mammary glands of humans and other mammals immediately following delivery of the newborn.

It is also called First milk

2. Content of Colostrum?

Answer: It contains----

- High levels of immunoglobulins antimicrobial peptides
- Growth factors.
- Colostrum is high in protein and low in fat and sugar.
- It's filled with white blood cells that produce antibodies.
- These antibodies strengthen your baby's immune system, protecting him or her from infection.

3. What is Exclusive Breast Feeding?

Answer: Exclusive breastfeeding means feeding your baby only breast milk, not nor a drop of water, except for medications or vitamin and mineral supplements. The American Academy of Pediatrics and the World Health Organization also recommend exclusive breastfeeding for about the first 6 months.

4. Content of Breast feeding?

Answer:

- High in water and lactose
- Fat and Calories
- Carbohydrates
- Protein
- Vitamins
- Minerals
- Amino acid
- Enzymes

5. Position of Breast Feeding?

Answer:

- The body is Fully Supported.
- Body Close to the mother.
- Straight head and Body
- Facing breast, nose opposite to the nipple.

Job Sheet-3.1: Preparation of Bottle Feeding for Children

Working Procedure:

Step 1: Fill up the kettle with fresh water: Use at least 1 liter of fresh tap water. Don't boil and use water that has already been boiled, or use artificially-softened water. Bottled water is also not recommended for making up a feed as it's not sterile and may contain too much salt (sodium) or sulphate.

Step 2: Boil the water: Then leave it to cool for up to 30 minutes, so that it has cooled but is still at least 70°C.

Step 3: Clean area and wash your hands: It's important to disinfect the surface you are going to use and wash your hands thoroughly.

Step 4: Rinse and shake excess water: If you're using a cold-water sterilizer, shake off any excess solution from the bottle and the teat, or rinse them with cooled boiled water from the kettle (not tap water). Then put your sterilized baby bottle on the cleaned, disinfected surface.

Step 5: Pour the water in: Use the amount of water you need and double check the water level is correct. Always put water in the bottle first, while it's still hot, before adding any powdered formula.

Step 6: Loosely fill the scoop with formula powder Do this according to the manufacturer's instructions. Level it off using either the flat edge of a clean, dry knife or the leveler provided. Different tins of formula come with different scoops. Make sure you only use the scoop that comes with the formula.

Step 7: Put the teat back on the bottle: Holding the edge of the teat, put it on the bottle. Then screw the retaining ring onto the bottle. Cover the teat with the cap and shake the bottle until all of the formula powder dissolves.

Step 8: Cool the bottle for your baby: It's important to cool the formula so it's not too hot to drink. You can do this by holding the bottle (with the lid on) under cold running water.

Step 9: Test the temperature: Always test the temperature of the formula on the inside of your wrist before feeding it to your baby. It should be body temperature, which means it feels warm or cool, but not hot.

Step 10: Throw away un-used feed: If there is any made-up formula left after your baby has finished feeding, always throw it away.

Learning Outcome 4: Put Infants and Toddlers to Sleep

Assessment Criteria	1. Sleeping schedule is maintained 2. Infants and toddlers' crib are prepared as per procedure 3. Infants and toddlers are prepared for sleeping following standard procedure 4. Infants and toddlers are put to sleep as per baby's preference
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1 Sleeping schedule 2 Infants and toddlers' crib 3 Sleeping procedure 4 Baby preference
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 4: Put Infants and Toddlers to Sleep

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about caregiving for infant, toddler and children	1. Instructor will provide the learning materials putting infants and toddlers to sleep
2. Read the Information sheet/s	2. Information Sheet No:4-Put infant and toddlers to sleep
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 4- Put infant and toddlers to sleep Answer key No. 4- Put infant and toddlers to sleep
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:4-1: Preparation of infant and toddler's crib Specification Sheet: 4-1: Preparation of infant and toddler's crib

Information Sheet 4: Put Infants and Toddlers to Sleep

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Sleeping schedule
- 4.2 Infants and toddlers' crib preparation
- 4.3 Preparing infants and toddlers for sleeping
- 4.4 Baby preference

4.1 Sleeping schedule

Maintaining a regular sleeping schedule for infants and toddlers is important for their overall health and well-being. Here are some general guidelines for maintaining a sleeping schedule:

- Establish a routine.
- Stick to a schedule.
- Create a comfortable sleeping environment.
- Limit screen time.
- Be flexible.

AGE	NUMBER OF NAPS	NAP LENGTH	DAY TIME SLEEP	NIGHT TIME SLEEP	NIGHT TIME SLEEP LENGTH	TOTAL DAILY SLEEP
Birth-6 weeks	Multiple	30mins - 4 hours	Varies	Varies	Varies	14-17 hours
2 months	3-5	30 mins - 4 hours	7-9 hours	8-10 hours	Up to 6 hours	14-17 hours
3 months	4	30 mins - 3 hours	4-8 hours	8-10 hours	6-8 hours	14-16 hours
4 months	3	1-3 hours	3-6 hours	9-10 hours	6-8 hours	13-16 hours
5 months	2-3	1-3 hours	3-6 hours	10-12 hours	8-11 hours	12-16 hours
6-9 months	2-3	1-2 hours	3-4 hours	10-12 hours	10-12 hours	12-16 hours
10-12 months	2	1-2 hours	3-4 hours	10-12 hours	10-12 hours	12-15 hours

4.2 Infants and toddlers' crib preparation

Choose a firm and flat mattress that fits snugly inside the crib. The mattress should not be too soft or too thick, as this can increase the risk of suffocation or sudden infant death syndrome (SIDS).

Cover the mattress with a fitted sheet that is specifically designed for cribs. The sheet should fit tightly around the mattress and not have any loose or dangling parts that could pose a suffocation hazard.

Place the crib in a safe and secure location, away from any hazards such as cords, blinds, or other objects that could pose a strangulation risk.

Ensure that the crib is sturdy and that all its components, such as the rails, are in good condition and secure.

Avoid placing any toys, pillows, or blankets inside the crib, as these items can increase the risk of suffocation or SIDS. Instead, dress the baby in appropriate sleepwear and use a wearable blanket or sleep sack for warmth.

Position the baby on their back to sleep, as this is the safest sleeping position and reduces the risk of SIDS.



4.3 Preparing infants and toddlers for sleeping

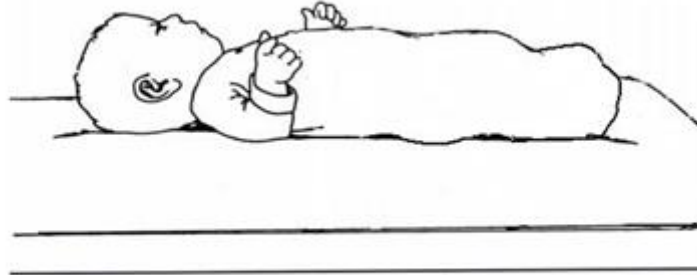
Sleep is important at all ages. Newborns do not know day from night, so they sleep and wake up at all times. Toddler sleep may vary too. This can be hard for parents.

How Much Sleep Your Child Needs Depends on Their Age

Age	How much sleep	Other
Birth to 2 months	16 to 20 hours a day	• Your child will be awake 1 to 2 hours between sleep times.
Infants: 2 months to 1 year	13 to 15 hours a day	• Sleep time includes nighttime sleep, and morning and afternoon naps.
Toddlers: 1 to 2 years	12 hours a day	• Sleep time includes afternoon naps. • Naps should be less than 3 hours. • Have your child wake up by 4 p.m. so they sleep at night.

Help Your Child Sleep Better

- Feed your baby right before bedtime so they are not hungry when you put them in their crib.
- Put your child in their crib when they are sleepy but not yet asleep. This lets them learn to fall asleep on their



Picture 1 Always put your baby in a crib on their back.

- Always put your baby in their crib on their back. Do this until they are 1 year old (**Picture 1**).
- Have a regular sleep schedule and a nighttime routine.
 - Your child should go to sleep at the same time each night.
 - Nighttime routines can include feeding, bathing, stories, soft music, etc.
- You can give your baby a pacifier while they sleep.
 - A pacifier may lower the risk of sudden unexplained infant death syndrome (SUIDS).
 - If your baby is breastfeeding, be sure they can put their mouth around the nipple and latch on before starting a pacifier. This is usually around 3 to 4 weeks of age.
- Do not put your child in their crib with a bottle or cup. Sleeping with milk or juice in their mouth can lead to tooth decay (cavities).

Prevent Bad Habits

- Put your baby in their crib on their back for safety and so they learn to sleep alone.
- Safe sleep for infants up to 1 year of age also includes:
 - Sharing a room but NOT a bed
 - Nothing in the crib but your baby; no blankets, stuffed animals, or bumpers
- Night feedings
 - When babies are 2 times their birth weight they may not need to be fed at night.
 - Ask your baby's health care provider when to start cutting down night feedings.
- When your baby is about 6 months old, try this if they wake up and fuss at night.
 - Check on them, but don't let them see you. If you do, they will expect you to keep coming back when they fuss.
 - At first, fussing lasts about 10 minutes. The next night, let fussing last a bit longer.

- For this to work, you must keep doing it over and over again the same way.
- Remember, you are helping your child learn to go back to sleep on their own.
- If this does not work after a few weeks, you can stop. Try again in 4 to 6 weeks.

Establish a consistent bedtime routine.

- TV/Devices are switched off at least before 1 hour
- Brushing tooth (Toddlers)
- Use a safe and comfortable sleep surface
- Night dress the baby appropriately for the temperature.
- Maintain room lighting and noise
- Monitor the baby while they are sleep

4.4 Baby preference

Babies have different preferences, and what one baby enjoys, another might not. However, many babies do tend to enjoy the following activities:

- **Singing:** Babies often find comfort and entertainment in listening to soothing lullabies or even just the sound of their caregiver's voice. Singing to a baby can also help with bonding.
- **Storytelling:** While very young babies might not understand the words, they can still be captivated by the rhythm and tone of storytelling. As they get older, reading books with colorful pictures can become a fun and educational activity.
- **Walking or Rocking on Lap:** Many babies find the gentle rocking or swaying motion of being walked or rocked on a caregiver's lap to be calming. This can help them relax and even fall asleep more easily.

Self-Check Sheet - 4: Put Infants and Toddlers to Sleep

Questionnaire:

1. Describe sleeping schedule?

Answer:

2. Describe about infant and toddlers' crib?

Answer:

3. What are the sleeping procedures?

Answer:

Answer Key - 4: Put Infants and Toddlers to Sleep

1. Describe sleeping schedule?

Answer: Maintaining a regular sleeping schedule for infants and toddlers is important for their overall health and well-being. Here are some general guidelines for maintaining a sleeping schedule:

- Establish a routine.
- Stick to a schedule.
- Create a comfortable sleeping environment.
- Limit screen time.
- Be flexible.

2. Describe about infant and toddlers' crib?

Answer: Infant and toddler cribs are specially designed beds or sleeping spaces for young children. They provide a safe and comfortable environment for infants and toddlers to sleep, rest, and play. Cribs are an essential piece of furniture in nurseries and are carefully designed to meet the specific needs of babies and young children.

3. What are the sleeping procedures?

Answer: Establish a consistent bedtime routine.

- TV/Devices are switched off at least before 1 hour
- Brushing tooth (Toddlers)
- Use a safe and comfortable sleep surface
- Night dress the baby appropriately for the temperature.
- Maintain room lighting and noise
- Monitor the baby while they are sleep

Job Sheet-4.1: Prepare of Infant and Toddler's Crib

Working Procedure:

Maintain all personal protection against the work

1. Choose a firm and flat mattress that fits snugly inside the crib. The mattress should not be too soft or too thick, as this can increase the risk of suffocation or sudden infant death syndrome (SIDS).
2. Cover the mattress with a fitted sheet that is specifically designed for cribs. The sheet should fit tightly around the mattress and not have any loose or dangling parts that could pose a suffocation hazard.
3. Place the crib in a safe and secure location, away from any hazards such as cords, blinds, or other objects that could pose a strangulation risk.
4. Ensure that the crib is sturdy and that all its components, such as the rails, are in good condition and secure.
5. Avoid placing any toys, pillows, or blankets inside the crib, as these items can increase the risk of suffocation or SIDS. Instead, dress the baby in appropriate sleepwear and use a wearable blanket or sleep sack for warmth.
6. Position the baby on their back to sleep, as this is the safest sleeping position and reduces the risk of SIDS.

Review of Competency

Below is yourself assessment rating for module **Provide Care and Support to Infants and Toddlers**

Assessment of performance Criteria	Yes	No
Tools and equipment are prepared according to the need of the infant/toddler		
Distressed infants and toddlers are responded with appropriate methods, activity and non-verbal cues		
Infants and toddlers are picked up and cuddled according to standard procedure		
Infants and toddlers are trained to use toilet facility according to standard procedure		
Vital signs of infant and toddlers are measured following standard procedure.		
Infants and toddlers are provided medication following doctor's prescription		
Bathing instruments are prepared as per job requirement		
Water quantity and temperature are checked as per requirement		
Infants and toddlers are bathed according to standard procedure		
Comforters are made available to infant and toddler when needed.		
Infants and toddlers' feeding tools are cleaned and sterilized following standard procedure		
Food is prepared as prescribed		
Infants and toddlers are positioned for feeding		
Infants and toddlers are fed following feeding schedule and standard procedure		
Infants and toddlers are cleaned		
Feeding tools are cleaned and stored as per standard procedure		
Sleeping schedule is maintained		
Infants and toddlers' crib are prepared as per procedure		
Infants and toddlers are prepared for sleeping following standard procedure		
Infants and toddlers are put to sleep as per baby's preference		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Provide care and support to infants and toddlers**’ (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about how to do the job you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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Module Contents

Unit Title: Provide care and support to children

Unit Code: OU- IS-CITC-02-L3-V1

Module Title: Providing care and support to children

Module Descriptor: This module covers the knowledge, skills and attitudes required to provide care and support to children. It includes instilling personal hygiene practices to children, bathing, dressing, feeding children, feeding the child and administering drug to children.

Nominal Hours: 40 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Instill personal hygiene practices to children
2. Bath and dress the children
3. Feed the child
4. Administer drug to children

Assessment Criteria:

1. Hygiene practices are explained clearly to children based on established procedures.
2. Personal hygiene procedure is demonstrated to children based on health and safety procedures.
3. Children paraphernalia are maintained based on healthy procedures.
4. Children were assisted to maintain personal hygiene while playing.
5. Bathing paraphernalia are prepared as per procedure.
6. Bath water quantity and temperature are checked based on health requirements of the child.
7. Children are bathed according to standard procedure.
8. Children are assisted in dressing up according to prevailing weather condition.
9. Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible.
10. Children with difficult behavior in bathing are deal with appropriately as per procedure.
11. Feeding utensils are sterilized as per job requirement.
12. Desired foods are prepared according to child age.
13. Babies are prepared for the feeding.
14. Food is provided/served to the baby according to feeding schedule.
15. Utensils are stored according to workplace standard.
16. Vital signs are measured and recorded.
17. Sickness of children is identified, recorded and informed to proper authority.
18. First aid is provided according to identified needs following standard procedure.
19. Drug is provided following doctor's prescription.

Learning Outcome: 1– Instill personal hygiene practices to children

Assessment Criteria	1. Hygiene practices are explained clearly to children based on established procedures. 2. Personal hygiene procedure is demonstrated to children based on health and safety procedures. 3. Children paraphernalia are maintained based on healthy procedures. 4. Children were assisted to maintain personal hygiene while playing.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Hygiene practices are explained clearly to children 2 Personal hygiene procedure is demonstrated to children 3 Maintained children's paraphernalia 4 Children maintain personal hygiene while playing
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience: 1- Instill personal hygiene practices to children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about instill personal hygiene practices to children	1. Instructor will provide the learning materials of instill personal hygiene practices to children
2. Read the Information sheet/s	2. Information Sheet No: 1 Instill personal hygiene practices to children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Instill personal hygiene practices to children Answer key No. 1- Instill personal hygiene practices to children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:1.1: Toilet/Potty training of 2-year-old children Specification Sheet:1.1: Toilet/Potty training of 2-year-old children

Information Sheet 1: Instill personal hygiene practices to children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Hygiene practices
- 1.2 Personal hygiene procedure
- 1.3 Children's paraphernalia
- 1.4 Children maintain personal hygiene while playing

1.1 Hygiene practices

When teaching hygiene practices to children, it is important to explain them clearly using established procedures. Here is a step-by-step guide on how to do so:

- 1.1.1 **Keep it age-appropriate:** Tailor your explanations to the child's age and level of understanding. Younger children may need simpler language and visual aids, while older children can grasp more complex concepts.
- 1.1.2 **Start with the basics:** Begin by explaining the importance of hygiene and how it helps prevent the spread of germs and illnesses. Emphasize that practicing good hygiene keeps them and others healthy.
- 1.1.3 **Hand washing:** Teach children proper hand washing techniques. Use a visual demonstration to show them how to wet their hands, apply soap, lather thoroughly (including between fingers and under nails), rinse off the soap, and dry their hands with a clean towel or air dry.
- 1.1.4 **Brushing teeth:** Explain the importance of brushing teeth to maintain oral hygiene. Show them the correct way to hold the toothbrush, apply toothpaste, and brush in circular motions on all sides of the teeth and along the gum line. Encourage them to brush for at least two minutes, twice a day.
- 1.1.5 **Covering mouth and nose:** Teach children to cover their mouth and nose with a tissue or their elbow when coughing or sneezing. Explain that this prevents the spread of germs and encourages consideration for others. Remind them to dispose of used tissues properly.
- 1.1.6 **Using tissues and handkerchiefs:** Explain the purpose of tissues and handkerchiefs and how they help maintain cleanliness. Teach children to use a tissue or handkerchief when wiping their faces, blowing their nose, or dealing with any bodily fluids. Emphasize the importance of disposing of used tissues or washing handkerchiefs properly.
- 1.1.7 **Personal hygiene routines:** Discuss the importance of regular bathing or showering, changing clothes, and washing undergarments regularly. Explain that cleanliness helps remove dirt, sweat, and bacteria from their bodies.
- 1.1.8 **Other hygiene practices:** Depending on the child's age, you can introduce additional hygiene practices such as nail trimming, hair care, and the importance of keeping personal items clean.

- 1.1.9 **Reinforce and practice:** Encourage children to practice these hygiene habits consistently. Remind them gently, and provide positive reinforcement when they remember to follow the established procedures.
- 1.1.10 **Lead by example:** Children learn best by observing and imitating adults. Make sure you practice good hygiene yourself and demonstrate the procedures you explain.
- 1.1.11 **Personal hygiene:** Personal hygiene refers to the actions we take to keep ourselves clean and healthy. It includes things like washing our bodies, brushing our teeth, and wearing clean clothes. By practicing good personal hygiene, we can prevent the spread of germs and maintain our overall well-



being.

[Personal hygiene]

1.1.12 **Why is personal hygiene important?**

Personal hygiene is important for children because:

- **Health:** Practicing good personal hygiene helps keep children healthy by preventing the spread of germs and reducing the risk of illnesses.
- **Confidence:** Being clean and well-groomed boosts a child's confidence and self-esteem, allowing them to feel comfortable and accepted in social situations.
- **Social acceptance:** Maintaining good personal hygiene is important for fitting in with peers and avoiding social stigma or isolation.
- **Developing habits:** Teaching children about personal hygiene establishes lifelong habits that contribute to their overall health and well-being.
- **Dental health:** Encouraging proper oral hygiene habits prevents dental problems such as cavities, gum disease, and bad breath.
- **Comfort:** Good personal hygiene practices ensure cleanliness, freshness, and comfort for children.

Overall, teaching children about personal hygiene helps them stay healthy, feel confident, and develop habits that will benefit them throughout their lives.

Handwashing: Handwashing is incredibly important for preventing the spread of germs and diseases. By washing our hands with soap and water or using hand sanitizer, we can remove harmful pathogens that can make us sick. Regular handwashing helps break the chain of germ transmission, protects ourselves and others from respiratory and gastrointestinal illnesses, ensures food safety, and promotes overall personal and community health.



[Handwashing procedure]

1.1.13 Reasons you would need good hygiene:

- a) Disease Prevention.
- b) Social and Professional Acceptance.
- c) Higher Confidence and Self-Esteem.

1.1.14 Personal hygiene important in a childcare setting:

Personal hygiene is vital in childcare settings to maintain health, prevent disease transmission, and create a safe environment. Regular handwashing, cleanliness, and teaching good habits help children stay healthy and develop independence.

GOOD HYGIENE HABITS

You Should Teach Your Kids Early



Oral
Hygiene



Coughing and
Sneezing Hygiene



Hand
Hygiene



Bathing
Ritual



Home
Hygiene



Toileting
Hygiene

[Good hygiene habit]

1.2 Personal hygiene procedure

When demonstrating personal hygiene procedures to children based on health and safety protocols, it is important to follow these steps:

- 1.2.1 **Prepare a safe environment:** Ensure that the area where you will be demonstrating personal hygiene procedures is clean and free from any hazards. This includes removing any sharp objects or potential dangers.
- 1.2.2 **Gather the necessary materials:** Collect all the materials needed for the demonstration, such as soap, water, towels, tissues, toothbrushes, and any other items specific to the hygiene practice you are demonstrating.
- 1.2.3 **Explain the purpose:** Begin by explaining why personal hygiene is important for health and safety. Discuss how it helps prevent the spread of germs, maintain cleanliness, and keep everyone safe and healthy.
- 1.2.4 **Hand washing demonstration:** Demonstrate proper hand washing techniques step by step. Show the children how to wet their hands, apply soap, rub their hands together for at least 20 seconds (covering all surfaces including between fingers and under nails), rinse off the soap thoroughly, and dry their hands properly. Emphasize the importance of washing hands before meals, after using the bathroom, and whenever hands are visibly dirty.
- 1.2.5 **Tooth brushing demonstration:** Show children the correct way to brush their teeth. Explain the proper tooth brushing technique including using

gentle circular motions to clean all tooth surfaces and the gum line. Demonstrate the appropriate amount of toothpaste to use and the importance of brushing for at least two minutes, twice a day.

- 1.2.6 **Coughing and sneezing etiquette:** Teach children how to cover their mouth and nose properly when coughing or sneezing. Show them how to use a tissue or their elbow to cover their mouth and nose, emphasizing that this helps prevent the spread of germs. Remind them to dispose of used tissues properly and wash their hands afterward.
- 1.2.7 **Other hygiene practices:** If applicable, demonstrate other personal hygiene practices such as hair care, nail trimming, bathing or showering, and changing clothes. Show the children the proper techniques and explain the importance of each practice for health and cleanliness.
- 1.2.8 **Answer questions and provide guidance:** Encourage children to ask questions throughout the demonstration. Address any concerns they may have and provide additional guidance and clarification as needed.
- 1.2.9 **Practice and repetition:** Allow children to practice the demonstrated procedures themselves. Offer guidance and correction if necessary, ensuring that they understand and can perform the hygiene practices correctly.
- 1.2.10 **Reinforce and encourage:** Provide positive reinforcement and praise when children demonstrate good personal hygiene practices. Encourage them to continue practicing these procedures regularly for their health and safety.

Remember to make the demonstration engaging and interactive, using age-appropriate language and visual aids as needed. By demonstrating personal hygiene procedures based on health and safety protocols, you are helping children develop lifelong habits that contribute to their well-being and the well-being of those around them.

1.2.11 **Personal hygiene practices to children:**

- Brushing teeth twice a day
- Washing hands before and after eating
- Changing into clean clothes after getting dirty
- Thoroughly cleansing the entire body during a bath
- Properly wiping with toilet tissue after going potty
- Covering the mouth and nose with a tissue while sneezing/coughing
- Washing hands after handling a pet or touching something that isn't "clean"

1.2.12 **Grooming:**

Grooming is the process of maintaining personal appearance and hygiene. It includes activities like bathing, hair care, nail care, and skincare. It helps present oneself in a clean and well-groomed manner, contributing to confidence and overall well-being.



1.3 Children paraphernalia

Maintaining children's paraphernalia based on healthy procedures is crucial to ensure their safety and well-being. Here are some guidelines to follow:

- 1.3.1 **Cleaning toys:** Regularly clean toys to prevent the buildup of germs and dirt. Follow the manufacturer's instructions for cleaning or use mild soap and water for most toys. For toys that cannot be submerged, wipe them down with a damp cloth. Pay extra attention to toys that children frequently put in their mouths.
- 1.3.2 **Disinfecting surfaces:** Clean and disinfect surfaces where children's paraphernalia, such as high chairs, play mats, and changing tables, are used. Use disinfectant wipes or a mild disinfectant solution to wipe down these surfaces regularly.
- 1.3.3 **Washing bedding:** Launder bedding, including crib sheets, blankets, and pillowcases, regularly. Use a gentle, fragrance-free detergent and wash at an appropriate temperature to remove any dirt, stains, or allergens. Make sure the bedding is completely dry before using it again.
- 1.3.4 **Sterilizing feeding equipment:** If you are using bottles, nipples, or pacifiers, sterilize them regularly to eliminate bacteria. Follow the manufacturer's instructions for sterilization, either by boiling the items in water or using a sterilizing machine.
- 1.3.5 **Storing items properly:** Teach children to put their belongings away in designated areas when they are done playing or using them. This helps maintain cleanliness and prevents items from getting damaged or lost.
- 1.3.6 **Checking for safety hazards:** Regularly inspect children's paraphernalia, such as cribs, high chairs, and strollers, for any signs of wear, tear, or damage. Repair or replace items as necessary to ensure they are safe for use.
- 1.3.7 **Proper disposal of diapers:** If you are using disposable diapers, dispose of them in a sealed bag or diaper pail. Empty the diaper pail regularly to prevent unpleasant odors and maintain cleanliness. For cloth diapers, follow the

appropriate washing and drying procedures to ensure they are thoroughly clean and ready for reuse.

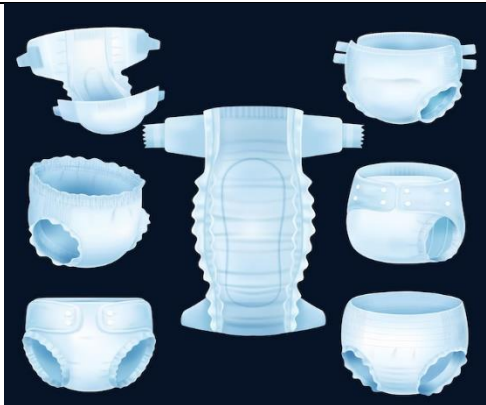
1.3.8 Regular maintenance of equipment: If you have any equipment, such as swings, bouncers, or car seats, follow the manufacturer's instructions for cleaning and maintenance. Keep them clean, free from debris, and in good working condition to ensure their safety.

1.3.9 Hand hygiene: Encourage children to wash their hands before and after playing with their paraphernalia. Teach them proper hand washing techniques, as mentioned earlier, to maintain cleanliness and reduce the spread of germs.

1.3.10 Establish a routine: Develop a regular cleaning and maintenance routine for children's paraphernalia. Create a schedule to ensure that cleaning, disinfecting, and maintenance tasks are consistently carried out.

By following these healthy procedures for maintaining children's paraphernalia, you can create a clean and safe environment that promotes their well-being and reduces the risk of illness or injury.

Children's paraphernalia

Paraphernalia name	Picture
Thick towels or a sponge-type bath cushion: Thick towels or a sponge-type bath cushion are items used in bathing to provide additional comfort and support for the person being bathed. These items are designed to enhance the bathing experience and make it more enjoyable and relaxing.	
Diaper: A baby diaper is a specialized type of diaper designed specifically for infants and young babies. Baby diapers serve the same primary purpose as diapers for older children and adults: to absorb and contain urine and feces, keeping the baby dry and comfortable	

Fresh clothes: Fresh clothes refer to garments that are clean, free from dirt, stains, and odors, and have a pleasant and recently laundered appearance and smell. They are clothes that have been washed and dried, providing a feeling of cleanliness and freshness when worn.	
Comb and hair brush: A comb and hairbrush are grooming tools used to detangle, style, and manage hair. They are essential items in hair care routines and are designed to help keep hair neat, smooth, and well-groomed.	
Nail Scissors: Nail scissors are small, sharp-edged cutting tools designed for trimming and shaping fingernails and toenails. They are commonly used for personal grooming and nail care. Nail scissors typically have curved blades that allow for precise cutting of nails, ensuring a clean and even result.	
Toothbrush: A toothbrush is an essential dental hygiene tool used for cleaning teeth, gums, and the tongue to maintain oral health. It consists of a handle and bristles, and its primary purpose is to remove plaque, food particles, and bacteria from the mouth, preventing dental issues such as cavities, gum disease, and bad breath.	

Toothpaste: Toothpaste is a dental care product used to clean teeth and maintain oral hygiene. It is a key component of the daily oral care routine for most people and serves several important functions.	 The illustration shows two blue tubes of toothpaste. The top tube is squeezed, with a blue and white toothbrush resting against its nozzle. The word 'TOOTHPASTE' is printed in white on the blue background of both tubes. A white tooth icon is visible on the right side of the top tube.
Feeding utensils: Feeding utensils are tools and implements used for the process of feeding oneself or others. These utensils are designed to facilitate the consumption of food and beverages in a clean, efficient, and safe manner. The specific utensils used can vary depending on cultural practices, personal preferences, and the type of food being consumed.	 The illustration shows a light blue plastic feeding bowl shaped like Mickey Mouse's head. Inside the bowl, there is a blue fork and a blue spoon. The bowl has two small side compartments, each containing a small pink bow and a small black bow.
Potty: "Potty" is a colloquial term often used to refer to a small portable toilet or a chamber pot. It's typically used for young children who are in the process of potty training or for individuals who may have difficulty accessing a regular toilet due to mobility issues.	 The illustration shows a white plastic potty chair with a blue seat. The back of the chair has a red top and a colorful cartoon illustration of a group of children.
Baby bath Sponge /soft and clean washcloth: A baby bath sponge or a soft and clean washcloth are items used during bathing to clean and wash a baby's delicate skin. They are designed to be gentle and non-abrasive, suitable for use on a baby's sensitive skin.	 The illustration shows four colorful baby bath sponges. Top left is a yellow bear-shaped sponge. Top right is a pink rabbit-shaped sponge. Bottom left is a green star-shaped sponge with a smiling face. Bottom right is a yellow duck-shaped sponge.

Baby bathtub that fits the baby: A baby bathtub that fits the baby is a specialized bathing accessory designed to provide a safe and comfortable bathing environment for infants and young babies. It is specifically designed to accommodate the size and needs of a baby during bath time.	
Baby Blanket: A baby blanket is a soft and cozy piece of fabric designed specifically for infants and young children to provide warmth, comfort, and security. Baby blankets come in various sizes, shapes, and materials, and they are a staple item in nurseries and baby care.	
Cotton balls: Cotton balls are small, soft, and fluffy spheres made of cotton fibers. They are commonly used for various purposes in personal care, hygiene, and household tasks.	
Baby shampoo and baby soap Baby shampoo and baby soap are specially formulated personal care products designed for the gentle cleansing and care of infants and young children. They are milder and more suitable for delicate baby skin and hair compared to regular adult shampoos and soaps.	
Scent and alcohol- free soap: Scent-free and alcohol-free soap refers to a type of soap that does not contain any added fragrances or alcohol in its formulation. These soaps are specifically designed for	

individuals with sensitive skin or those who may have allergies or sensitivities to certain ingredients commonly found in scented or alcohol-based soaps.	
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1.4 Children were assisted to maintain personal hygiene while playing

Assisting children in maintaining personal hygiene while playing is important to ensure their cleanliness and well-being, here are some ways to help children maintain personal hygiene during playtime:

1.4.1 **Handwashing:** Encourage children to wash their hands with soap and water before and after playing. Show them how to rub their hands together and rinse properly.

1.4.2 **Hand sanitizers:** Provide child-friendly hand sanitizers and teach children to use them when handwashing facilities are not available. Supervise their usage to ensure they don't misuse or ingest them.

1.4.3 **Clean play areas:** Keep play areas clean by regularly wiping down toys and surfaces with child-safe cleaning wipes or sprays.

1.4.4 **Clothing awareness:** Help children choose comfortable clothing for playtime and remind them not to share personal items like hats or hairbrushes.

1.4.5 **Cough and sneeze etiquette:** Teach children to cover their mouth and nose with their elbow or a tissue when they cough or sneeze.

1.4.6 **Hydration:** Remind children to drink water during playtime to stay hydrated. Provide them with easy access to water bottles.

1.4.7 **Positive reinforcement:** Praise and reward children when they practice good hygiene habits to encourage them to continue doing so.

Remember, the key is to make hygiene practices simple and enjoyable for children. By providing them with guidance and positive reinforcement, you can help them develop good habits that will benefit their health.

Self-Check Sheet - 1: Instill personal hygiene practices to children

Questionnaire:

1. What is personal hygiene?

Answer:

2. Why is personal hygiene important?

Answer:

3. Describe handwashing procedure.

Answer:

4. Why personal hygiene important in a childcare setting?

Answer:

5. How can practices personal hygiene to children?

Answer:

6. What is grooming?

Answer:

Answer Key - 1: Instill personal hygiene practices to children

1. What is personal hygiene?

Answer: Personal hygiene refers to the actions we take to keep ourselves clean and healthy. It includes things like washing our bodies, brushing our teeth, and wearing clean clothes. By practicing good personal hygiene, we can prevent the spread of germs and maintain our overall well-being.

2. Why is personal hygiene important?

Answer: Personal hygiene is important for children because:

- Health:
- Confidence:
- Social acceptance:
- Developing habits:
- Dental health:
- Comfort:

3. Describe handwashing procedure.

Answer: The right way to wash your hands

1. Wet hands under running water
2. Grip fingers on each hand
3. Apply soap and rub palms together
4. Make sure to clean thumbs
5. Spread the soap farther over the backs of hands
6. Press fingertips into palm of each hand
7. Make sure soap gets in between fingers
8. Dry thoroughly with clean towel

4. Why personal hygiene important in a childcare setting?

Answer: Personal hygiene is vital in childcare settings to maintain health, prevent disease transmission, and create a safe environment. Regular handwashing, cleanliness, and teaching good habits help children stay healthy and develop independence.

5. How can practices personal hygiene to children?

Answer: Personal hygiene practices to children:

1. Brushing teeth twice a day
2. Washing hands before and after eating
3. Changing into clean clothes after getting dirty
4. Thoroughly cleansing the entire body during a bath
5. Properly wiping with toilet tissue after going potty
6. Covering the mouth and nose with a tissue while sneezing/coughing
7. Washing hands after handling a pet or touching something that isn't "clean"

6. What is grooming?

Answer: Grooming is the process of maintaining personal appearance and hygiene. It includes activities like bathing, hair care, nail care, and skincare. It helps present oneself in a clean and well-groomed manner, contributing to confidence and overall well-being.

Job Sheet-1.1 Toilet/Potty training of a 2-year-old child

Scenario: Sarah is a 2-year-old girl who has started showing signs of readiness for toilet training. Her parents have decided to begin the process of teaching her to use the toilet independently. They have observed that Sarah often pulls at her diaper when it's wet, shows interest in the bathroom, and can communicate her need to go potty in simple words or gestures. Now, prepare required equipment/ materials and take necessary steps following occupational health and safety standard.

Time: 10 minutes

Working Procedure:

1. Take consent
2. Collect all needed materials
3. Perform hand hygiene
4. Take a potty routine from parents
5. Feed a glass of water to the baby before sitting on the potty
6. The thigh will be at a 90-degree angle to the body and the body will be at a 45degree angle
7. Maintain privacy

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet-1.1 Toilet/Potty training of a 2-year-old child

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Specific Instruction:

1. How many months to start toilet training?

Answer: To be started within 18 months and to be completed within 20 to 30 months.

2. When should children be toilet trained?

Answer: After waking up in the morning. Upon awakening in the middle of the day and 20 minutes after taking the food.

3. Which of the children gets used to bowel control first?

Answer: The boys

Required equipment:

1. Gloves
2. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1.	Toilet seat/ dummy potty	1
2.	Dummy baby	1

Required Materials:

1. Toilet paper
2. Hand wash
3. Dress in case accident

Learning Outcome: 2– Bathe and dress the children

Assessment Criteria	1. Bathing paraphernalia are prepared as per procedure 2. Bath water quantity and temperature are checked based on health requirements of the child 3. Children are bathed according to standard procedure 4. Children are assisted in dressing up according to prevailing weather condition 5. Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible 6. Children with difficult behavior in bathing are dealt with appropriately as per procedure
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Prepare bathing paraphernalia 2 Bath water quantity and temperature are checked for child 3 Children are bathed according to standard procedure 4 Children are assisted in dressing 5 Children's preferences and decisions are acknowledged, respected and followed 6 Children with difficult behavior in bathing
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience: 2 Bathe and dress the children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about bathe and dress the children	1. Instructor will provide the learning materials of Bathe and dress the children
2. Read the Information sheet/s	2. Information Sheet No: 2 Bathe and dress the children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2- Bathe and dress the children Answer key No. 2- Bathe and dress the children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:2-1: Bathe and dress the children Specification Sheet: 2-1: Bathe and dress the children

Information Sheet 2: Bathe and dress the children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Prepare bathing paraphernalia
- 2.2 Check bath water quantity and temperature
- 2.3 Bathed children according to standard procedure
- 2.4 Children are assisted in dressing
- 2.5 Followed children's preferences
- 2.6 Children with difficult behavior in bathing

2.1 Bathing paraphernalia

When bathing children, it's essential to have the right bathing paraphernalia on hand. Here are some common items used during children's bath time:

A baby bathtub or regular bathtub provides a safe and comfortable space for infants and young children. Non-slip mats or bath seats can be placed inside the tub to prevent slipping and ensure stability. Baby soap or gentle body wash is specifically formulated for their delicate skin, while baby shampoo is designed to be gentle on their scalp and hair.



Washcloths or soft sponges are used for lathering soap and gently cleaning their bodies. Hooded towels or regular towels are soft and absorbent, perfect for drying the child after bathing. Soft-bristle brushes or combs help with brushing their hair and keeping it tangle-free.

Diaper cream can be used to protect their skin from diaper rash, if needed, and baby lotion or moisturizer can be applied after bathing to keep their skin soft and

hydrated. Nail clippers or baby nail scissors are useful for trimming their nails, ensuring they are kept short and neat.

Cotton balls or pads are handy for cleaning sensitive areas, such as the face or around the umbilical stump for newborns. Baby wipes or wet wipes are convenient for quick cleanups during bath time. Having a changing mat or changing table ready provides a clean and comfortable surface for diaper changes after bathing. Lastly, ensure you have clean diapers or training pants on hand, as well as fresh clothes such as onesies, pajamas, and socks, suitable for the child's age and the current weather conditions.

Remember, the specific bathing paraphernalia required may vary based on the child's age, individual needs, and personal preferences.

2.1.1 Bathing paraphernalia and toiletries

Here is a list of common bathing paraphernalia and toiletries for children:

- Baby bathtub or regular bathtub (with non-slip mat or bath seat)
- Baby soap or gentle body wash
- Baby shampoo
- Washcloths or soft sponges
- Hooded towels or regular towels
- Soft-bristle brush or comb
- Diaper cream (if needed)
- Baby lotion or moisturizer
- Nail clippers or baby nail scissors (for older children)
- Cotton balls or pads (for cleaning sensitive areas)
- Baby wipes or wet wipes (for quick cleanups)
- Changing mat or changing table
- Clean diapers or training pants (if applicable)
- Clean clothes (including onesies, pajamas, socks, etc.)
- Baby toothbrush and toothpaste (for older children)

Remember that every child is unique, so you may need to adjust the list based on your specific needs and preferences.

2.2 Bath water quantity and temperature

When checking the bath water quantity and temperature for a child, it's important to consider the child's health requirements and age. Here are some general guidelines:

2.2.1 Water Quantity:

- For infants and younger babies, fill the bathtub with enough water to cover their body comfortably. The water level should be shallow enough to prevent them from accidentally submerging their face.

- As babies grow and become more active, you may need to increase the water level slightly, but always ensure it remains safe and comfortable for the child.
- For older children, adjust the water quantity based on their size and preference. They may prefer a slightly deeper bath, but ensure it doesn't go above chest level and they can still sit or stand safely.

2.2.2 Water Temperature:



[Measure water temperature]

- The ideal water temperature for babies and young children is around 37°C (98.6°F). It should feel warm, but not hot, to the touch.
- Use a bath thermometer to accurately measure the water temperature. Alternatively, you can test the water with your elbow or the inside of your wrist to ensure it's not too hot or too cold.
- Be cautious with the water temperature if the child has specific health conditions. For example, if the child has a fever or a condition that affects their sensitivity to temperature, consult with a healthcare professional for guidance on the appropriate water temperature.

Always prioritize the safety and comfort of the child when adjusting the water quantity and temperature. Monitor the child closely during bath time to ensure they are comfortable and not at risk of overheating or accidents.

2.3 Children are bathed according to standard procedure



[Children bath according to procedure]

Here is a step-by-step sequence for bathing children:

- **Prepare the bathing area:** Ensure the bathroom is clean and free from any potential hazards. Gather all the necessary bathing paraphernalia, such as soap, shampoo, towels, and clothes.
- **Undress the child:** Take off the child's clothes, making sure they are kept warm and comfortable. If needed, cover the child with a towel or blanket while undressing.
- **Fill the bathtub with water:** Adjust the water temperature to a safe and comfortable level. Fill the bathtub with enough water to cover the child's body but ensure it's not too deep, especially for younger children.
- **Test the water temperature:** Check the water temperature using your elbow or a bath thermometer to ensure it's not too hot or too cold. The ideal water temperature for children is around 37°C (98.6°F).
- **Place non-slip mat or bath seat:** If using a regular bathtub, place a non-slip mat or a bath seat inside the tub to provide stability and prevent slipping.
- **Lower the child into the bathtub:** Support the child's head and neck with one hand and gently lower them into the water. Ensure a secure grip to prevent accidents or slipping.
- **Wet the child's body:** Use a cup, your hand, or a washcloth to wet the child's body with the bathwater. Make sure to wet their hair as well.
- **Apply soap and shampoo:** Use a small amount of child-friendly soap or shampoo and gently lather the child's body and hair. Avoid getting soap or shampoo into their eyes or mouth.
- **Clean the child's body:** Use a washcloth or your hands to clean the child's body, paying attention to areas that may need extra care, such as the face, neck, underarms, and diaper area. For older children, encourage them to wash themselves under your supervision.
- **Rinse off the soap and shampoo:** Use clean water from a cup, your hand, or a showerhead attachment to rinse off all the soap and shampoo from the child's body and hair. Ensure no residue is left behind.
- **Lift the child out of the bathtub:** With one hand supporting their head and neck and the other supporting their body, carefully lift the child out of the water and onto a soft towel or changing table.
- **Dry the child:** Gently pat the child's body with a towel to dry them off. Pay attention to skin folds and creases to prevent moisture buildup. For older children, allow them to participate in drying themselves with your assistance as needed.
- **Dress the child:** Put clean clothes on the child, including diapers or training pants if required. Ensure the clothes are comfortable and suitable for the current weather conditions.
- **Clean up:** Empty the bathtub and rinse any bathing paraphernalia that needs cleaning. Return the bathroom to its tidy state.

Throughout the entire bathing process, maintain constant supervision and ensure the child's safety and well-being. Adapt the steps as necessary based on the child's age, abilities, and any specific needs they may have.

2.4 Children are assisted in dressing up



[Children dressing according to weather condition]

When assisting children in dressing up, it's important to consider the weather conditions. Here are some easy steps to follow:

- **Check the weather:** Look outside or check the weather forecast to determine if it's hot, cold, rainy, or sunny.
- **Dress for the temperature:** If it's cold, dress the child in warm clothes such as long-sleeved shirts, sweaters, pants, socks, and jackets. If it's hot, choose lightweight and breathable clothing like shorts, t-shirts, and dresses.
- **Add layers:** In colder weather, layer clothing to provide warmth. Start with a base layer, like a long-sleeved shirt or thermal undershirt, and add a sweater or jacket on top.
- **Protect from rain:** If it's raining, give the child a raincoat or waterproof jacket to keep them dry. Pair it with rain boots or waterproof shoes.
- **Sun protection:** On sunny days, dress the child in lightweight clothing that covers their skin. Add a wide-brimmed hat or cap and apply sunscreen to exposed areas.
- **Consider comfort:** Choose clothes that are comfortable and allow freedom of movement. Avoid tight or restrictive clothing.
- **Involve the child:** Encourage the child to participate in dressing themselves. Let them choose their outfits within the appropriate guidelines.

By following these simple steps, you can assist children in dressing appropriately for the weather while ensuring their comfort and protection.

2.5 Children's preferences and decisions

Acknowledging and respecting children's preferences and decisions is an important aspect of promoting their autonomy, self-expression, and overall well-being. When appropriate and feasible, it is crucial to honor and follow their choices. Here are some key points to keep in mind:

- **Listen to children:** Take the time to actively listen to children and show genuine interest in their preferences and decisions.
- **Offer choices:** Provide children with options whenever feasible, allowing them to make decisions within appropriate limits. For example, let them choose between two snack options or pick their favorite color for a toy.
- **Respect boundaries:** Honor children's personal boundaries and comfort levels. If they express discomfort or unwillingness, respect their feelings and find alternative solutions when possible.
- **Encourage autonomy:** Support children in making age-appropriate decisions and taking responsibility for their choices. Gradually increase their independence as they grow and develop.
- **Ensure safety:** While respecting their decisions, prioritize their safety and well-being. Guide them toward choices that align with their best interests and explain any necessary limitations.
- **Be a role model:** Lead by example and demonstrate respect for children's preferences and decisions. Show them that their opinions are valued and that their voices matter.

By following these simple steps, you can create an environment where children feel acknowledged, respected, and empowered to make appropriate decisions based on their preferences and capabilities.

2.6 Children with difficult behavior in bathing

When dealing with children who exhibit difficult behavior during bathing, it's important to have a procedure in place to handle such situations effectively. Here are some simplified steps to follow:

- **Stay calm and patient:** Keep a calm and patient attitude, even if the child's behavior becomes challenging during bathing.
- **Stick to a routine:** Establish a consistent bathing routine with clear expectations. This helps children know what to expect and can minimize resistance.

- **Encourage cooperation:** Use positive reinforcement and praise when the child exhibits good behavior during bathing. Offer rewards or verbal praise to motivate them.
- **Provide choices:** Allow the child to make simple choices during bathing, such as selecting their soap or towel color. This gives them a sense of control and can help reduce resistance.
- **Use distractions:** Provide toys or engaging activities to keep the child occupied and focused during bathing. This can divert their attention from any difficult behavior.
- **Ensure safety:** Prioritize the child's safety by using non-slip mats, securing the bathing area, and keeping a watchful eye on them throughout the process.
- **Seek professional help if needed:** If the child's difficult behavior persists or escalates, consider seeking guidance from a healthcare professional or behavioral specialist.

Remember, each child is unique, and it may take time to find the best approach for managing their difficult behavior during bathing. Stay patient, adapt as needed, and prioritize the child's safety and well-being.

Self-Check Sheet - 2: Bathe and dress the children

Questionnaire:

1. How to prepared bathing paraphernalia as procedure?

Answer:

2. Write down 10 name of bathing paraphernalia and toiletries.

Answer:

3. How can check child bathing water quantity and temperature?

Answer:

4. Explain children bath according to standard procedure.

Answer:

5. What is Baby sponge bath?

Answer:

6. Which precautions following while bathing babies?

Answer:

Answer Key: 2-Bathe and dress the children

1. How to prepared bathing paraphernalia as procedure?

Answer: When bathing children, it's essential to have the right bathing paraphernalia on hand. Here are some common items used during children's bath time:

A baby bathtub or regular bathtub provides a safe and comfortable space for infants and young children. Non-slip mats or bath seats can be placed inside the tub to prevent slipping and ensure stability. Baby soap or gentle body wash is specifically formulated for their delicate skin, while baby shampoo is designed to be gentle on their scalp and hair.

2. Write down 10 name of bathing paraphernalia and toiletries.

Answer: Here is a 10 name list of common bathing paraphernalia and toiletries for children:

1. Baby bathtub or regular bathtub (with non-slip mat or bath seat)
2. Baby soap or gentle body wash
3. Baby shampoo
4. Washcloths or soft sponges
5. Hooded towels or regular towels
6. Soft-bristle brush or comb
7. Diaper cream (if needed)
8. Baby lotion or moisturizer
9. Nail clippers or baby nail scissors (for older children)
10. Cotton balls or pads (for cleaning sensitive areas)

3. How can check child bathing water quantity and temperature?

Answer: When checking the bath water quantity and temperature for a child, it's important to consider the child's health requirements and age. Here are some general guidelines:

- Water Quantity:
- Water Temperature:

4. Explain children bath according to standard procedure.

Answer: Here is a step-by-step sequence for bathing children:

- Prepare the bathing area:
- Undress the child:
- Fill the bathtub with water:
- Test the water temperature:
- Place non-slip mat or bath seat:
- Lower the child into the bathtub:
- Wet the child's body:
- Apply soap and shampoo:
- Clean the child's body:
- Rinse off the soap and shampoo:
- Lift the child out of the bathtub:
- Dry the child:

- Dress the child:
- Clean up:

5. What is Baby sponge bath?

Answer: A baby sponge bath refers to a method of cleaning a newborn or young baby using a damp cloth or sponge, rather than immersing them in water for a full bath. It is a gentle and practical approach to keep the baby clean when a traditional bath may not be suitable or recommended. During a baby sponge bath, certain areas of the baby's body, such as the face, neck, hands, feet, and diaper area, are carefully cleansed using a soft washcloth or sponge dampened with warm water and mild baby soap or cleanser. The process involves wiping and gently cleansing the baby's skin to maintain hygiene and remove dirt or impurities. Baby sponge baths are often conducted in a controlled and warm environment to ensure the baby's comfort and safety.

6. Which precautions following while bathing babies?

Answer: When giving a baby a bath, it's important to follow certain precautions and guidelines to ensure their safety and well-being. Here are some key points to keep in mind:

- Ensure a safe environment:
- Gather all necessary supplies:
- Maintain a comfortable water temperature:
- Support the baby's head and neck:
- Use gentle and appropriate products:
- Be cautious around sensitive areas:
- Clean from top to bottom:
- Rinse thoroughly:
- Practice proper handling during lifting and drying:
- Dress the baby in clean and comfortable clothes:
- Never leave the baby unattended:

Job Sheet-2.1 Bathing & grooming the baby

Scenrio: 6-month-old baby girl who is ready for her daily bath and grooming routine. Her mother collects everything she needs in the bathroom before starting the process. Now, prepare required equipment/ materials and take necessary steps following occupational health and safety standard.

Time: 10 minutes

Working Procedure:

1. Take consent
2. Collect all needed materials
3. Perform hand hygiene
4. Take bathing & grooming routine from parents
5. Take 100 degrees Fahrenheit warm water
6. Maintain privacy

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet-2.1 Bathing & grooming the baby

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Required equipment:

1. Gloves
2. Facemask
3. Apron

Required Equipment:

S/N	Tools & Equipment	Quantity
1.	Wash cloth	2
2.	Towel	4
3.	Diaper	1
4.	Baby body wash and shampoo	1
5.	Lotion	1
6.	Soap	1
7.	A bowl of warm water (around 100 degrees Fahrenheit)	1
8.	Outfit	1
9.	Dummy baby	1

Bathing & Grooming Procedure:

1. At first take consent.
2. Take bathing & grooming routine from parents
3. Fills a baby bathtub with warm water and gathers baby shampoo, soap, a washcloth, a soft brush, a towel, and fresh diaper and clothes.
4. Undresses baby and gently places her in the warm water, supporting her head and body.
5. Washes baby's body and cleans her face with a damp washcloth.
6. After rinsing off the soap, lifts baby out of the water and wraps her in a soft towel.
7. Gently dries baby's skin and brushes her hair.
8. Dresses baby in fresh diaper and clothes, ensuring they are comfortable and weather-appropriate.

Throughout the process, maintains calm and nurturing environment, providing gentle touches and speaking soothingly to baby. Bathing and grooming time allows to bond with baby while promoting hygiene and keeping her comfortable and clean.

Learning Outcome: 3–Feed the child

Assessment Criteria	1. Feeding utensils are sterilized as per job requirement 2. Desired foods are prepared according to child age. 3. Babies are prepared for the feeding 4. Food is provided/served to the baby according to feeding schedule 5. Utensils are stored according to workplace standard.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Sterilized feeding utensils. 2 Prepared desired foods according to child age. 3 Babies are prepared for the feeding 4 Food is provided/served to the baby.
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience: 3-Feed the child

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about feed the child	1. Instructor will provide the learning materials of feed the child
2. Read the Information sheet/s	2. Information Sheet No:3 Feed the child
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Feed the child Answer key No. 3- Feed the child
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:3.1: Seven-month-old baby's bottle feeding Specification Sheet No:3.1- Seven-month-old baby's bottle feeding

Information Sheet: 3- Feed the child

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Sterilized feeding utensils.
- 3.2 Prepared desired foods according to child age.
- 3.3 Babies are prepared for the feeding
- 3.4 Food is provided/served to the baby

3.1 Feeding utensils

Child feeding utensils are specially designed tools and equipment used to feed infants and young children during mealtime. These utensils are tailored to the needs and developmental stages of children, providing them with a safe and appropriate means to consume food and liquids.

Feeding utensils list

▪ Plate: A plate, in the context of feeding utensils, is a flat, usually circular, dish made from various materials such as porcelain, ceramic, glass, plastic, or metal. Plates are typically used for serving and consuming food. They provide a stable and clean surface on which food can be placed, making it easier to eat and prevent spills.	
▪ Glass: A water glass is a type of glassware that is primarily used for holding and serving water at the dining table or in various settings. It's a practical and essential component of tableware for everyday meals, formal occasions, and various events.	

▪ Bowl: A bowl, in the context of feeding utensils, is a rounded or curved container typically used for holding and serving food. Bowls come in various sizes, materials, and designs to accommodate a wide range of culinary purposes, from serving soups and salads to holding snacks, desserts, and more. They are an essential component of tableware and kitchen utensils.	
▪ Spoon: A spoon, in the context of feeding utensils, is a tool with a shallow bowl-shaped end that is used for scooping, stirring, and conveying food from a container to the mouth. Spoons are essential tools in cooking, serving, and eating, and they come in various sizes, shapes, and materials to suit different culinary needs and occasions.	
▪ Water pot: A "water pot" in the context of feeding utensils typically refers to a container or vessel specifically designed for holding and storing water. Water pots are used to provide a convenient and accessible source of water for drinking or other culinary purposes. They come in various shapes, sizes, and materials to suit different preferences and needs.	

Flask: A "flask" is a small, portable container designed to hold and carry liquids, typically beverages, and keep them at a desired temperature. Flasks are often used for transporting drinks such as water, tea, coffee, alcoholic beverages, or other liquids while maintaining their temperature, whether hot or cold.	
Towel: A "towel" is a piece of absorbent fabric used for drying or wiping various surfaces, particularly the body after bathing or the hands after washing. Towels are essential items in households, hotels, gyms, and other settings where personal hygiene and cleanliness are important. They come in different sizes, materials, and types to serve different purposes.	
Napkin: A "napkin" is a piece of cloth or paper used primarily for wiping one's hands, mouth, and face while eating. Napkins play a practical role in maintaining personal hygiene during meals by preventing food and drink residues from coming into contact with the skin or clothing. They are commonly found in households, restaurants, and other dining settings.	

Sterilize baby feeding utensils as per job requirements, follow these simplified steps:

- **Clean the utensils:** Wash the feeding utensils with warm water and mild soap to remove any food residue or debris. Rinse them thoroughly to ensure they are free from soap.

- **Boiling method:** Fill a pot with water and bring it to a rolling boil. Place the cleaned utensils in the boiling water and let them boil for at least five minutes. Ensure all parts of the utensils are fully submerged.
- **Steam sterilization:** If you have a steam sterilizer, follow the manufacturer's instructions to set it up. Place the cleaned utensils inside the sterilizer and run the sterilization cycle for the recommended time.
- **Chemical sterilization:** Use a sterilizing solution or tablets designed for baby utensils. Prepare the solution as directed and soak the utensils for the recommended duration. Rinse them thoroughly with clean water afterward.
- **Dishwasher sterilization:** If the utensils are dishwasher-safe, place them in the dishwasher and run a high-temperature sterilization cycle. Follow the dishwasher manufacturer's instructions and guidelines.
- **Air drying and storage:** After sterilization, allow the utensils to air dry completely in a clean and dry area. Once dry, store them in a covered container or a clean bag until they are ready for use.

Remember to always follow the specific guidelines and procedures provided by your job requirements and adhere to the necessary health and safety regulations for the proper sterilization of baby feeding utensils.

3.2 Desired foods

When preparing foods for children, it's important to consider their age. For infants, start with pureed fruits and vegetables. As they grow, introduce thicker textures and soft finger foods. Toddlers can have bite-sized pieces of various foods to encourage self-feeding. Offer a balanced diet with fruits, vegetables, whole grains, proteins, and healthy fats. Gradually introduce age-appropriate foods that are safe and nutritious.



[Foods according to child age]

Desired Foods

- Breakfast
- Morning snakes
- Lunch
- Evening snakes
- Dinner

Nutritious food action for baby

Nutrients	Primary Function.
Carbohydrate	Provide energy.
Protein	Builds new tissue, antibodies, enzymes hormones and other compounds.
Fat	Provides long term energy insulation and protection.
Water	Dissolves and carry nutrients, removes waste and regulates body temperature
Vitamins	Facilitate use of other nutrients involves in regulating growth and manufacturing hormones.
Minerals	Help in growth of bones and teeth, aid in muscle function and nervous system activity.



[Nutritious food for baby]

Nutritious food is crucial for the healthy growth and development of babies. Here are some examples of nutritious foods for babies:

- **Breast Milk or Formula:** Breast milk or formula provides essential nutrients, antibodies, and hydration for infants up to around 6 months of age.
- **Pureed Fruits and Vegetables:** Introduce a variety of pureed fruits and vegetables such as apples, bananas, avocados, sweet potatoes, carrots, and peas. These provide vitamins, minerals, and fiber.

- **Iron-Rich Foods:** Include iron-rich foods like pureed meats (chicken, beef), lentils, beans, and fortified infant cereals to support healthy blood cell production.
- **Whole Grains:** Introduce infant cereals, oatmeal, rice, and whole grain bread or pasta for added fiber and energy.
- **Dairy Products:** Yogurt and cheese (if tolerated) can be introduced after 6 months for calcium and protein.
- **Healthy Fats:** Offer healthy fats from sources like mashed avocado, nut butters (if no allergies), and pureed cooked fish for brain development.
- **Soft Cooked Vegetables and Fruits:** As the baby progresses, offer soft cooked and mashed versions of vegetables and fruits to encourage self-feeding and exploration of different textures.
- **Finger Foods:** Introduce safe finger foods like small pieces of soft cooked vegetables, ripe fruits, small tofu cubes, or well-cooked pasta to promote self-feeding skills.

Remember to introduce foods one at a time, allowing a few days between new foods to watch for any potential allergies or intolerances. Consult with a pediatrician for specific guidance on introducing solid foods and individual dietary needs.

3.2.1 Food should eat 0-6 month's baby

For babies between 0 to 6 months of age, their primary source of nutrition is breast milk or formula. Solid foods are typically not introduced until around 4 to 6 months of age. Here's a general guideline for the amount of breast milk or formula a baby may consume during this period:

- **Breast Milk:** Breastfed babies tend to nurse on demand, meaning they feed whenever they show signs of hunger. In the first few weeks, newborns may breastfeed around 8 to 12 times in a 24-hour period, with each feeding lasting about 10 to 30 minutes. The volume of breast milk consumed can vary, but typically ranges from 2 to 3 ounces (60 to 90 milliliters) per feeding in the early weeks and gradually increases as the baby grows.
- **Formula Feeding:** For formula-fed babies, the amount of formula consumed at each feeding can vary. In the first month, babies may consume about 2 to 3 ounces (60 to 90 milliliters) of formula per feeding, gradually increasing to around 4 to 6 ounces (120 to 180 milliliters) by the end of the third month.

It's important to note that these are general guidelines, and individual babies' needs may vary. It's best to follow the baby's cues of hunger and fullness, as they are the best indicators of how much they need to eat. It's also important to consult with a pediatrician for personalized guidance on feeding, as they can provide specific recommendations based on the baby's growth, health, and individual needs.

3.2.2 Bottle feeding

Bottle feeding is a common method of providing nutrition to babies who are not breastfeeding or as a supplement to breastfeeding. Here's a general explanation of bottle feeding:

➤ **Preparation:**

- Start by washing your hands thoroughly with soap and water.
- Clean the bottle, nipple, and any additional utensils by sterilizing them in boiling water or using a sterilizing solution.
- Measure the appropriate amount of formula powder according to the instructions on the packaging.
- Fill the bottle with the desired amount of clean, boiled water that has been cooled to the recommended temperature.

➤ **Positioning:**

- Hold the baby in a semi-upright or slightly reclined position, supporting their head and neck with one hand.
- Ensure that the baby's head is slightly elevated to prevent choking or excessive air intake.

➤ **Nipple Selection:**

- Choose a nipple appropriate for the baby's age and stage of feeding. Nipples come in different flow rates (slow, medium, fast) to match the baby's feeding ability.

➤ **Feeding:**

- Place the nipple against the baby's lips and gently stroke their lower lip with it to encourage them to open their mouth.
- Allow the baby to take the nipple into their mouth, making sure they are latched properly.
- Tilt the bottle slightly to keep the nipple filled with milk and minimizes the intake of air bubbles.
- Let the baby control the pace of feeding, pausing for breaks if needed. Burp the baby gently when they show signs of needing to release air.

➤ **Monitoring:**

- Watch for signs of hunger and fullness cues from the baby, such as sucking eagerly, slowing down, turning away, or closing their mouth.
- Observe the baby's overall feeding pattern and adjust the amount of formula or feeding frequency if necessary.

➤ **Comfort and Interaction:**

- Maintain eye contact and speak softly to the baby during feeding, fostering a positive and bonding experience.
- Support the baby's head and body, ensuring they are comfortable throughout the feeding session.

➤ **Cleaning:**

- After feeding, carefully disassemble the bottle and clean all parts with warm, soapy water.

- Rinse thoroughly to remove any soap residue and allow the items to air dry or use a clean, sterilized drying rack.

Remember to follow the specific instructions provided by your healthcare professional and consult with them for personalized guidance on bottle feeding, including the appropriate formula type, feeding amounts, and any additional considerations for your baby's specific needs.

3.3 Prepare Babies for the feeding

Preparing babies for feeding is an essential aspect of infant care, whether you're breastfeeding or formula feeding. Here are some steps and tips to help prepare babies for feeding:

- **Wash Your Hands:** Always start by washing your hands thoroughly with soap and water before handling the baby or any feeding equipment.
- **Gather Supplies:** Depending on whether you're breastfeeding or using formula, gather the necessary supplies. For breastfeeding, you'll primarily need a comfortable place to sit. For formula feeding, you'll need bottles, formula, and clean nipples.
- **Choose a Comfortable Feeding Position:** Hold your baby in a comfortable feeding position. For breastfeeding, this might involve cradling the baby in your arms with their head supported. For bottle feeding, hold the baby in a semi-upright position to prevent choking.
- **Breastfeeding:** If breastfeeding, gently bring the baby to the breast, ensuring that their mouth latches onto the areola (the darker area around the nipple). This ensures a proper latch, which is crucial for effective breastfeeding. Make sure the baby's lips are flanged outward.
- **Bottle Feeding:** If using a bottle, ensure that the formula is prepared according to the instructions on the formula container. Test the temperature of the formula on your wrist to make sure it's not too hot. Offer the bottle to the baby with the nipple filled with formula, allowing them to suck and swallow at their own pace.
- **Feeding Cue:** Watch for hunger cues from the baby. These may include rooting (turning their head toward the breast or bottle), putting their hands to their mouth, or making sucking motions.
- **Feed on Demand:** In the early months, babies have irregular feeding patterns. It's essential to feed them when they show hunger cues rather than sticking to a strict schedule. Newborns often need to eat every 2-3 hours.
- **Burping:** Burp your baby during and after feeding to help release any air trapped in their stomach, which can cause discomfort. Patting or rubbing their back gently can help with burping.
- **Hold and Cuddle:** After feeding, hold your baby upright for a few minutes to help with digestion. This can also be a bonding time, as you can cuddle and interact with your baby.
- **Proper Hygiene:** Always clean and sterilize feeding equipment regularly, whether it's breast pump parts, bottles, or nipples. This helps maintain a clean and safe feeding environment.

- **Be Patient:** Feeding can take time, especially in the early days. Be patient and allow your baby to feed at their own pace.
- **Seek Professional Help:** If you encounter difficulties with feeding, such as latching problems or concerns about your baby's weight gain, don't hesitate to consult a healthcare professional or a lactation consultant for guidance and support.

3.4 Food is provided/served to baby according to feeding schedule

When providing food for a baby, it's important to follow a feeding schedule that suits their age and needs. Here are some simple steps:

- **Start with breast milk or formula:** In the early months, babies rely on breast milk or formula as their main source of nutrition.
- **Introduce solid foods gradually:** Around 4 to 6 months of age, you can begin introducing small amounts of pureed fruits or vegetables. Start with one feeding per day and gradually increase.
- **Increase meal frequency:** As the baby grows, you can increase the number of solid food meals per day. By 9 to 12 months, they may have three meals and a couple of healthy snacks.
- **Offer a variety of foods:** Include a mix of fruits, vegetables, grains, and proteins in their meals. This helps expose them to different flavors and nutrients.
- **Pay attention to hunger and fullness cues:** Let the baby guide their intake. Offer food when they are hungry and stop when they show signs of being full or uninterested.
- **Establish a routine:** Offer meals and snacks at consistent times each day. This helps create a sense of stability and predictability for the baby.
- **Continue with breast milk or formula:** Remember to continue offering breast milk or formula as recommended by the pediatrician, as they still provide important nutrients.

Always consult with a pediatrician for specific guidance on feeding schedules and appropriate foods for your baby's age and development.

3.5 Infants and toddlers are cleaned

Cleaning infants and toddlers is an essential part of their daily care routine to maintain their hygiene and well-being.

- Bathing
- Diaper change
- Hand and face cleaning
- Oral hygiene
- Nose cleaning
- Ear cleaning
- Nail care
- Clothing changes

3.6 Feeding tools are cleaned and stored as per standard procedure

Storing baby utensils according to workplace standards ensures cleanliness and hygiene. Here's a brief explanation of how baby utensils can be stored:

- **Clean and Dry:** Before storing baby utensils, make sure they are thoroughly cleaned and dried. Wash them with warm water and mild soap, rinse well, and allow them to air dry completely.
- **Separate Storage:** Use separate designated storage areas for baby utensils to prevent cross-contamination. This can be a drawer, cabinet, or shelf specifically dedicated to baby items.
- **Organized Placement:** Arrange the utensils in an organized manner to ensure easy access and maintain cleanliness. Place spoons, bowls, plates, and cups separately and consider using dividers or containers to keep them neatly arranged.
- **Covered Storage:** If possible, store baby utensils in covered containers or sealed plastic bags to protect them from dust, insects, and other contaminants. This helps maintain their cleanliness between uses.
- **Clean Storage Area:** Regularly clean and sanitize the storage area for baby utensils. Wipe down the surfaces with a mild disinfectant or sanitizing solution to ensure a hygienic environment.
- **Regular Inspections:** Periodically inspect the stored baby utensils for any signs of damage or wear. Discard or replace any items that are cracked, broken, or no longer safe for use.

By following workplace standards for storing baby utensils, you can help maintain cleanliness, prevent contamination, and ensure that the utensils are ready for use when needed. It's important to consult and adhere to any specific guidelines or regulations provided by the workplace or relevant health authorities to promote safe and hygienic practices.

3.7 Work area is cleaned and disposed as per standard procedure

Cleaning and disposing of materials in a work area according to standard procedures is essential for maintaining a safe and sanitary environment.

- Gather necessary supplies
- Wear personal protective equipment (PPE)
- Identify hazardous materials
- Remove clutter
- Dust and sweep
- Clean surface
- Dispose of waste
- Handle hazardous materials safety
- Clean equipment

Self-Check Sheet - 3: Feed the child

Questionnaire:

1. Which utensils are used while baby feeding?

Answer:

2. Write down some feeding utensils name.

Answer:

3. How can sterilize feeding utensils?

Answer:

4. How can prepare food according to child age?

Answer:

5. What is the Nutritious food action for baby?

Answer:

6. Explain importance of nutritious food for baby's health growth and development.

Answer:

7. Which food should eat 0-6 month's baby?

Answer:

8. Write down the procedure of bottle feeding.

Answer:

Answer Key - 3: Feed the child

1. Which utensils are used while baby feeding?

Answer: Child feeding utensils are specially designed tools and equipment used to feed infants and young children during mealtime. These utensils are tailored to the needs and developmental stages of children, providing them with a safe and appropriate means to consume food and liquids. Child feeding utensils typically include the following:

- Baby Bottles:
- Sippy Cups:
- Baby Spoons:
- Baby Forks:
- Feeding Plates and Bowls:
- Silicone Bibs:
- Food Grinders/Mashers:

2. Write down some feeding utensils name.

Answer: Some feeding utensils are:

- Plate
- Glass
- Bowl
- Spoon
- Water pot
- Flask
- Towel
- Napkin

3. How can sterilize feeding utensils?

Answer: To sterilize baby feeding utensils as per job requirements, follow these simplified steps:

- Clean the utensils:
- Boiling method:
- Steam sterilization:
- Chemical sterilization:
- Dishwasher sterilization:
- Air drying and storage:

4. How can prepare food according to child age?

Answer: When preparing foods for children, it's important to consider their age. For infants, start with pureed fruits and vegetables. As they grow, introduce thicker textures and soft finger foods. Toddlers can have bite-sized pieces of various foods to encourage self-feeding. Offer a balanced diet with fruits, vegetables, whole grains, proteins, and healthy fats. Gradually introduce age-appropriate foods that are safe and nutritious.

5. What is the Nutritious food action for baby?

Answer: Nutritious food action for baby's is given bellow

Nutrients	Primary Function.
-----------	-------------------

Carbohydrate	Provide energy.
Protein	Builds new tissue, antibodies, enzymes hormones and other compounds.
Fat	Provides long term energy insulation and protection.
Water	Dissolves and carry nutrients, removes waste and regulates body temperature
Vitamins	Facilitate use of other nutrients involves in regulating growth and manufacturing hormones.
Minerals	Help in growth of bones and teeth, aid in muscle function and nervous system activity.

6. Explain importance of nutritious food for baby's health growth and development.

Answer: Nutritious food is crucial for the healthy growth and development of babies. Here are some examples of nutritious foods for babies:

- Breast Milk or Formula:
- Pureed Fruits and Vegetables:
- Iron-Rich Foods:
- Whole Grains:
- Dairy Products:
- Healthy Fats:
- Soft Cooked Vegetables and Fruits:
- Finger Foods:

7. Which food should eat 0-6 month's baby?

Answer: For babies between 0 to 6 months of age, their primary source of nutrition is breast milk or formula. Solid foods are typically not introduced until around 4 to 6 months of age. Here's a general guideline for the amount of breast milk or formula a baby may consume during this period:

- Breast Milk:
- Formula Feeding:

8. Write down the procedure of bottle feeding?

Answer: Bottle feeding is a common method of providing nutrition to babies who are not breastfeeding or as a supplement to breastfeeding. Here's a general explanation of bottle feeding:

- Preparation:
- Positioning:
- Nipple Selection:
- Feeding:
- Monitoring:
- Comfort and Interaction:
- Cleaning:

Job Sheet-3.1 Seven-month-old baby's bottle feeding

Scenrio: A seven-month-old child newly introduced to bottle feeding. His mother is a working mother. She left a chart of feeding routine. Now, prepare required equipment/materials and take necessary steps following occupational health and safety standard.

Time: 10 minutes

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Working procedure:

1. Take consent
2. Collect all needed materials
3. Perform hand hygiene
4. Wear appropriate PPE for the job
5. Read feeding routine chart
6. Sterilize the bottle with boiled water.
7. Read the direction of formula milk and ask the parent about their particular requirement.
8. Check the temperature of the formula milk.
9. 180-360 ml formula milk is provided according to the baby's need.
10. Wash their utensils with liquid dish washer.
11. Burping
12. Maintain the chart (tick & keep record)

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet-3.1 Seven-month-old baby's bottle feeding

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Required Personal Protective Equipment (PPE): bottle feeding

1. Gloves
2. Mask

Required Equipment:

SL NO	Tools and equipment	Quantity
1.	Feeding bottle	1
2.	Water boiling utensil	1
3.	Sterilization utensil	1
4.	Stove/microwave oven	1
5.	Dummy baby	1

Required Materials:

1. Formula milk
2. Warm water
3. Dish washing liquid/soap

Learning Outcome: 4-Administer drug to children

Assessment Criteria	1. Vital signs are measured and recorded. 2. Sickness of children is identified, recorded and informed to proper authority. 3. First aid is provided according to identified needs following standard procedure. 4. Drug is provided following doctor's prescription.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Recorded vital signs. 2 Identified, recorded and informed sickness of children. 3 First aid is provided according to standard procedure. 4 Provide drug following doctor's prescription.
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience: 4 Administer Drug to children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about administer drug to children	1. Instructor will provide the learning materials of administer drug to children
2. Read the Information sheet/s	2. Information Sheet No: 4.1- Administer drug to children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 4.1- Administer drug to children Answer key No. 4.1- Administer drug to children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:4-1: Administer drug to children Specification Sheet: 4-1: Administer drug to children

Information Sheet 4: Administer drug to children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Recorded vital signs.
- 4.2 Identified, recorded and informed sickness of children.
- 4.3 First aid is provided according to standard procedure.
- 4.4 Provide drug following doctor's prescription.

4.1 Vital signs

When monitoring a baby's vital signs, several key parameters are recorded to assess their overall health and well-being. These vital signs provide important information about the baby's body functions and help healthcare professionals evaluate their physiological status. The following are the commonly recorded vital signs for a baby:

- **The four most important vital signs to take in a Pediatric emergency:**

Vital signs include heart rate, respiration (breathing rate), blood pressure, and temperature. Knowing the ranges for vital signs for your child can help you notice problems early or relieve concerns you may have about how your child is doing. The table below includes information that can help.

- **Vital signs are checked based on procedure:**

Procedure: Make sure the child has been seated and resting for at least 5 minutes prior to obtaining vital signs (VS) to accurately determine the baseline. The radial artery is the most common site used to assess the pulse. Explain to the child that you are going to start by checking their pulse.

- **Preschool vital signs:**

When a child is 3 to 6 years old, their average vital signs are:

- Heart rate: 80 to 120 beats per minute
- Respiratory rate: 20 to 28 breaths per minutes
- Blood pressure: systolic 89 to 112, diastolic 46 to 72
- Temperature: 98.6 degrees Fahrenheit

- **School-age (6 to 11 years old)**

The average vital signs of a child who is 6 to 11 years old are:

- Heart rate: 75 to 118 beats per minute
- Respiratory rate: 18 to 25 breaths per minute
- Blood pressure: systolic 97 to 120, diastolic 57 to 80
- Temperature: 98.6 degrees Fahrenheit

Adolescents (12 years old and up)

Adolescent vital signs are essentially the same as those of an adult. By this time, heart and breathing muscles have developed to near-adult levels:

- Heart rate: 60 to 100 beats per minute
- Respiratory rate: 12 to 20 breaths per minutes
- Blood pressure: systolic 110 to 131, diastolic 64 to 83
- Temperature: 98.6 degrees Fahrenheit

4.2 Sickness of children

When children fall sick, it is important to identify, record, and inform the proper authorities to ensure appropriate care and necessary actions are taken. Here is a general outline of the process:



Identification:

- **Observation:** Parents, caregivers, teachers, or healthcare professionals observe symptoms such as fever, cough, rash, vomiting, diarrhea, or general discomfort in the child.
- **Assessment:** The child's symptoms are assessed to determine the severity and potential cause of illness. This may involve conducting a physical examination or consulting a healthcare professional.

Recording:

- **Documentation:** Details of the child's symptoms, medical history, and any other relevant information are recorded. This can be done in a written format or using electronic health records (EHR) systems.

- **Vital signs:** The child's vital signs, including temperature, heart rate, respiratory rate, and blood pressure, are recorded to provide a comprehensive view of their health status.

Informing proper authorities:

- **Parents/guardians:** The child's parents or legal guardians are informed about their illness, symptoms, and recommended course of action. They are provided with information on managing the illness, seeking medical care, or any precautions to be taken.
- **Healthcare professionals:** If the child is under the care of a healthcare professional, they are notified about the illness. This can be done by sharing the recorded information or directly contacting the healthcare provider.
- **Educational institutions:** If the child attends a school or daycare center, the appropriate authorities at the institution are informed about the child's illness. This helps in monitoring and taking necessary precautions to prevent the spread of contagious diseases among other children and staff.
- **Public health authorities:** In certain cases, particularly if the illness is contagious or part of an outbreak, the local public health authorities may need to be informed. This enables them to take necessary measures, such as contact tracing or implementing public health interventions.

It is important to follow any specific guidelines or protocols provided by healthcare professionals, educational institutions, or public health authorities regarding the identification, recording, and reporting of illnesses in children. This helps in ensuring the well-being of the child, preventing further spread of the illness, and receiving appropriate medical attention and support.

4.3 First aid is provided according to identified needs following standard procedure

Providing first aid to a baby requires specific knowledge and skills to ensure their safety and well-being. Here is a general outline of the steps to follow when providing first aid to a baby, following standard procedures:

- **Assess the situation:** Ensure the area is safe for both you and the baby. If there are any immediate dangers, such as fire or hazardous materials, remove the baby from harm's way.
- **Check responsiveness:** Gently tap the baby's foot or shoulder and speak softly to check for a response. If there is no response, shout for help and immediately activate emergency medical services (EMS).
- **Open the airway:** If the baby is unresponsive, place them on their back on a firm surface. Tilt their head slightly back and lift their chin to open the airway. Avoid tilting the head too far back to prevent closing the airway.
- **Check for breathing:** Look, listen, and feel for breathing for no more than 10 seconds. If the baby is not breathing or only gasping, begin CPR (Cardiopulmonary Resuscitation).

- **Perform CPR:** For babies under one year old, use two fingers to perform chest compressions. Place two fingers on the center of the baby's chest just below the nipple line and give 30 chest compressions at a depth of about 1.5 inches (3.5 cm). After 30 compressions, provide two gentle breaths by covering the baby's nose and mouth with your mouth and blowing for one second each.
- **Call for help:** If you haven't already, ask someone to call emergency services or do so yourself. Clearly communicate the nature of the emergency and provide the exact location.
- **Continue CPR:** Alternate between 30 chest compressions and two breaths until medical help arrives or the baby starts breathing on their own.
- **Control bleeding:** If the baby is bleeding, apply gentle pressure using a clean cloth or sterile dressing. Avoid removing any embedded objects and seek medical attention promptly.
- **Stabilize fractures:** If you suspect a fracture, such as a broken bone, minimize movement of the affected limb and support it in a comfortable position using soft padding. Avoid attempting to realign or straighten the bone.
- **Provide comfort and reassurance:** Throughout the process, speak calmly and softly to the baby to provide comfort and reassurance. Maintain a gentle touch while administering first aid.

Remember, it is crucial to receive proper first aid training and certification specific to infants and children to ensure you are well-prepared to handle emergency situations. This outline serves as a general guide, but it's always advisable to consult with healthcare professionals and follow any local guidelines or protocols in your area.

4.4 Drug is provided following doctor's prescription

When providing medication to a baby, it is important to follow the doctor's prescription and instructions carefully to ensure the safe and appropriate administration of the drug. Here is a general guideline to follow:



- **Understand the prescription:** Read and understand the doctor's prescription thoroughly. Note the name of the medication, dosage instructions, frequency, and any specific administration guidelines.

- **Gather the necessary supplies:** Collect all the supplies needed to administer the medication, such as the prescribed drug, a measuring device (e.g., oral syringe or dropper), and any other required equipment.
- **Wash hands and prepare the medication:** Prior to handling the medication, wash your hands thoroughly with soap and water. Prepare the medication according to the prescribed dosage. If the medication needs to be mixed or diluted, follow the instructions provided.
- **Administer the medication:** Depending on the prescribed route of administration, administer the medication accordingly:
- **Oral medication:** Place the prescribed dosage of the medication in the baby's mouth using a dropper or oral syringe. Administer the medication slowly, allowing the baby to swallow between small doses if needed. Ensure the baby swallows the medication before giving more.
- **Topical medication:** If the medication is in the form of a cream, ointment, or lotion, apply it to the specific area as instructed by the doctor. Gently massage or spread the medication using clean hands or a cotton swab.
- **Eye or ear drops:** For medications to be administered in the eyes or ears, carefully position the baby to ensure a comfortable and safe administration. Follow the instructions provided by the doctor for the specific medication.
- **Injectable medication:** If the doctor has prescribed an injectable medication, it should be administered by a trained healthcare professional following the appropriate procedures. Do not attempt to administer injectable medications unless trained and authorized to do so.
- **Ensure accurate dosage:** Measure the medication accurately using the provided measuring device or as instructed by the doctor. Avoid guessing or estimating the dosage.
- **Observe and monitor:** After administering the medication, closely observe the baby for any adverse reactions or side effects. If any unexpected symptoms occur, contact the doctor immediately.
- **Store medication properly:** Ensure that any remaining medication is stored according to the instructions on the label. Some medications may require refrigeration, while others need to be kept in a cool, dry place. Always keep medications out of reach of children.

Remember, it is important to consult with the baby's healthcare provider for any specific instructions or precautions related to the medication. They can provide detailed guidance based on the baby's condition and individual needs.

Self-Check Sheet - 4: Administer drug to children

Questionnaire:

1. Mention children's age limit according to checking vital signs.

Answer:

2. Explain children's vital signs are checking procedure.

Answer:

3. Mention children's age limit according to checking vital signs.

Answer:

4. How can identified, recorded and informed children's sickness to proper authority?

Answer:

5. Which standard procedure following to identify provided first aid?

Answer:

6. Which methods following doctor's prescription to provide drug?

Answer:

Answer Key - 4: Administer drug to children

1. Mention children's age limit according to checking vital signs.

Answer: The four most important vital signs to take in a Pediatric emergency:

Vital signs include heart rate, respiration (breathing rate), blood pressure, and temperature. Knowing the ranges for vital signs for your child can help you notice problems early or relieve concerns you may have about how your child is doing. The table below includes information that can help.

2. Explain children's vital signs are checking procedure.

Answer: Vital signs are checked based on procedure:

Procedure: Make sure the child has been seated and resting for at least 5 minutes prior to obtaining vital signs (VS) to accurately determine the baseline. The radial artery is the most common site used to assess the pulse. Explain to the child that you are going to start by checking their pulse.

3. Mention children's age limit according to checking vital signs.

Answer: Preschool vital signs:

When a child is 3 to 6 years old, their average vital signs are:

- Heart rate: 80 to 120 beats per minute
- Respiratory rate: 20 to 28 breaths per minutes
- Blood pressure: systolic 89 to 112, diastolic 46 to 72
- Temperature: 98.6 degrees Fahrenheit

School-age (6 to 11 years old)

The average vital signs of a child who is 6 to 11 years old are:

- Heart rate: 75 to 118 beats per minute
- Respiratory rate: 18 to 25 breaths per minute
- Blood pressure: systolic 97 to 120, diastolic 57 to 80
- Temperature: 98.6 degrees Fahrenheit

Adolescents (12 years old and up)

Adolescent vital signs are essentially the same as those of an adult. By this time, heart and breathing muscles have developed to near-adult levels:

- Heart rate: 60 to 100 beats per minute
- Respiratory rate: 12 to 20 breaths per minutes
- Blood pressure: systolic 110 to 131, diastolic 64 to 83
- Temperature: 98.6 degrees Fahrenheit

4. How can identified, recorded and informed children's sickness to proper authority?

Answer: When children fall sick, it is important to identify, record, and inform the proper authorities to ensure appropriate care and necessary actions are taken. Here is a general outline of the process:

- Identification:
- Recording:
- Informing proper authorities:

5. Which standard procedure following to identify provided first aid?

Answer: Providing first aid to a baby requires specific knowledge and skills to ensure their safety and well-being. Here is a general outline of the steps to follow when providing first aid to a baby following standard procedures:

- Assess the situation:
- Check responsiveness:
- Open the airway:
- Check for breathing:
- Perform CPR:
- Call for help:
- Continue CPR:
- Control bleeding:
- Stabilize fractures:
- Provide comfort and reassurance:

6. Which methods following doctor's prescription to provide drug?

Answer: When providing medication to a baby, it is important to follow the doctor's prescription and instructions carefully to ensure the safe and appropriate administration of the drug. Here is a general guideline to follow:

- Understand the prescription:
- Gather the necessary supplies:
- Wash hands and prepare the medication:
- Administer the medication:
- Ensure accurate dosage:
- Observe and monitor:
- Store medication properly:

Job Sheet-4.1 Administer drug to children (ORS)

Scenrio: A four-year-old baby boy required to administer ORS 100 ml after each loose stool and syrup zinc 5 ml twice daily prescribe by child physician. How do you manage it?

Time: 10 minutes

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Working procedure:

1. Take consent
2. Collect all needed materials
3. Perform hand hygiene
4. Wear appropriate PPE for the job
5. Take 500 ml water on the measuring cup
6. Mix full packet of ORSalain in the water
7. Continue to feed as needed until the diarrhea improves
8. The baby should be fed immediately after each bowel movement
9. If children are to be given ORSaline and syrup together, zinc syrup should be given first and then saline should be given
10. Maintain the chart (tick & keep record)

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet-4.1 Administer drug to children (ORS)

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Required Personal Protective Equipment (PPE): Administer drug to children (ORS)

1. Gloves
2. Mask

Required Equipment:

SL NO	Tools and equipment	Quantity
1.	Feeding cup	1
2.	Measurement cup	1
3.	Dummy baby	1

Required Materials:

1. ORS (Saline)
2. Zinc Syrup
3. Water- 500 ml

Review of Competency

Below is yourself assessment rating for module “**Provide Care and Support to Children**”

Assessment of performance Criteria	Yes	No
Hygiene practices are explained clearly to children based on established procedures		
Personal hygiene procedure is demonstrated to children based on health and safety procedures		
Children are maintained based on healthy procedures		
Children were assisted to maintain personal hygiene while playing		
Bathing paraphernalia are prepared as per procedure		
Bath water quantity and temperature are checked based on health requirements of the child		
Children are bathed according to standard procedure		
Children are assisted in dressing up according to prevailing weather condition		
Children’s preferences and decisions are acknowledged, respected and followed whenever appropriate and possible		
Children with difficult behavior in bathing are dealt with appropriately as per procedure		
Feeding utensils are Sterilized as per job requirement		
Desired foods are prepared according to child age.		
Babies are prepared for the feeding		
Food is provided/served to the baby according to feeding schedule		
Utensils are stored according to workplace standard.		
Vital signs are measured and recorded.		
Sickness of children is identified, recorded and informed to proper authority.		
First aid is provided according to identified needs following standard procedure.		
Drug is provided following doctor’s prescription.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Provide care and support to Children**’ (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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Module Content

Unit Title: Foster Psychological Development of Children

Unit Code: OU- IS-CITC-04-L3-V1

Module Title: Fostering Psychological Development of Children

Module Description: This module covers the knowledge, skills and attitudes required to foster the psychological development of children. It includes fostering children's independence and autonomy, encouraging children to express their feelings, ideas and needs, stimulating children awareness and creativity, and fostering children's self-esteem and development of self-concept.

Nominal Duration: 40 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Foster Children's Independence and autonomy
2. Encourage Children to Express their feelings, ideas and needs
3. Stimulate Children's awareness and Creativity
4. Foster Children's Self-esteem and Development of Self-concept

Assessment Criteria:

1. Opportunities to develop self-help skills and independence are provided as needed.
2. Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.
3. Children are encouraged to accept responsibility for their own actions.
4. Opportunities are created for children to participate in decision making.
5. Children are encouraged to express their feelings, ideas and needs based on social norm.
6. Children are provided with activities as means of releasing their feelings according to their interests and needs.
7. Children are encouraged to respect each other's individual needs, abilities and interest.
8. Children are encouraged to express their imagination and creativity based developmental needs.
9. Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.
10. Materials and experiences are provided that would stimulate their various senses based on their interests.
11. Experiences that develop and enhance imagination and creativity are provided based on their interests.
12. Opportunities are provided for children to experience their individual strengths and needs.

13. Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.
14. Individual differences are acknowledged and respected based on child's development stage.
15. Children's achievements are acknowledged and appreciated based on preference.
16. Children's positive self-worth and self-esteem are enhanced.

Learning Outcome 1: Foster Children's Independence and Autonomy

Assessment Criteria	1. Opportunities to develop self-help skills and independence are provided as needed. 2. Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences. 3. Children are encouraged to accept responsibility for their own actions. 4. Opportunities are created for children to participate in decision making.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1. Develop self-help skills and independence. 2. Opportunities to make choice in appropriate ways taking into consideration. 3. Accept responsibility. 4. Decision making
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 1: Foster Children's Independence and Autonomy

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about foster children's independence and autonomy	1. Instructor will provide the learning materials of foster children's independence and autonomy
2. Read the Information sheet/s	2. Information Sheet No:1 Children's independence and autonomy
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Children's independence and autonomy Answer key No. 1- Children's independence and autonomy
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:1.1: Develop Independence and Autonomy

Information Sheet 1: Foster Children's Independence and Autonomy

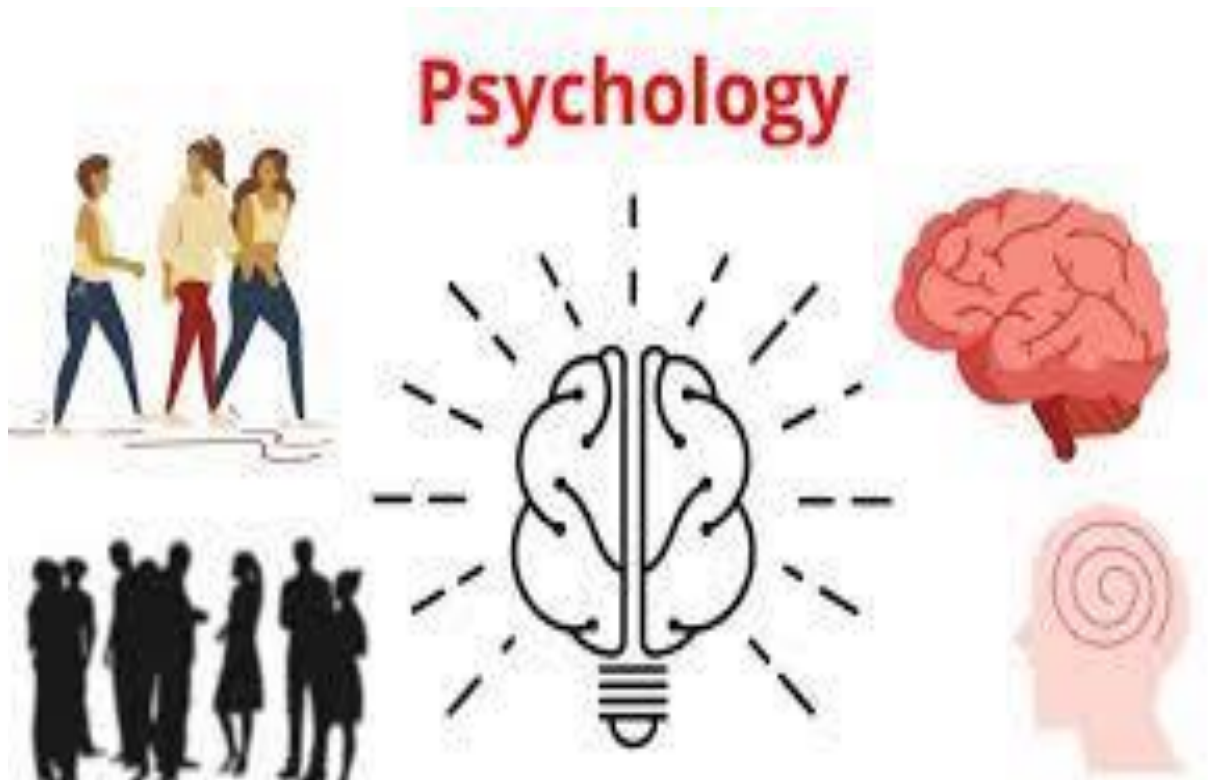
Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Develop self-help skills and independence.
- 1.2 Opportunities to make choice in appropriate ways taking into consideration.
- 1.3 Accept responsibility.
- 1.4 Decision making

Psychology

Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior.



1.1 Develop self-help skills and independence

- This can include those activities like putting on clothes or self-dressing, self-feeding and maintaining personal hygiene.
- Give appropriate tools, materials and venue for children to practice their skills.
- Encourage and praise children for their efforts and accomplishments, so that they can do such type of tasks in a proper way. Any kind of reward can be the encouragement for this.



1.1.1 Provide opportunities for self-help skills:

Create opportunities for children to learn and practice self-help skills, such as dressing themselves, putting away toys, and serving their food own.

1.1.2 Involve children in decision-making:

Give children the chance to choose whenever possible, such as what activity to do or what snack to eat. Encourage them to make their own decisions within appropriate limits and based on their individual differences. To provide opportunities for children to participate in decision-making, such as deciding on classroom rules or choosing a project to work on is a good independence and autonomy for the children.

1.1.3 Encourage responsibility:

Help children understand that they are responsible for their own actions and encourage them to take ownership of their choices.

1.1.4 Respect personal needs:

Recognize and respect each child's personal needs, abilities, and interests. Encourage children to respect each other's differences as well.

1.1.5 Offer a good guidance:

Offer a good directive as needed, but avoid doing things for children that they can do for themselves. Encourage them to try new things and take risks.

1.1.6 Celebrate achievements:

Each and every achievement of children to be appreciated and celebrated, although it is very small.

1.2 Opportunities to make choice in appropriate ways taking into consideration.



- Provide choices that are developmentally appropriate, safe and secure.
- Give a reasonable number of choices to avoid overwhelming children.
- Guide children in decision-making when needed.

Opportunities:

1.2.1 Playing socio-dramatic game:

This type of play involves children taking on roles and acting out scenarios, which helps them develop social skills and understanding of relationships.

1.2.2 Movement/physical efforts:

To give the opportunities for physical works such as running, jumping, and climbing that can promote gross motor skills and ensures physical fitness.

1.2.3 Listening to music:

Listening music first of all refreshes mind and it helps to forget any negative feelings and sorrows. This activity can help children develop a sense of rhythm and enhance their auditory processing skills, while also providing opportunities for expression and creativity.

1.2.4 Involvement in friends gathering:

Gathering with friend and family mates ensures a happy day. It gives an opportunity to children the chat and interprets any subject to each other which leads to promote sharpness of knowledge.

1.2.5 Involvement in the fine art activity:

Engaging in art activities can help children develop fine motor skills, hand-eye co-ordination, and creativity. Day and finger-painting specifically can also provide tactile sensory experiences.

Individual differences:

1.2.6 Age:

- Recognize and respect age-appropriate developmental milestones.
- Provide opportunities for children to engage in age-appropriate activities that foster independence and autonomy.
- Offer guidance and support that is tailored to the child's age.

1.2.7 Sex/Gender:

- Avoid all kind of stereotypes and give similar opportunities for both genders to participate in activities that encourage independence and autonomy.
- Appreciate children to express their feelings and ideas regardless of their gender.
- Provide positive feedback and support for behaviors that promote independence and autonomy.

1.2.8 Family background and lifestyle:

- Recognize and respect the diversity of family backgrounds and lifestyles.
- Adapt activities and strategies to fit the unique needs and circumstances of each child.
- Foster a sense of belonging and inclusivity by acknowledging and celebrating differences.

1.2.9 Abilities and disabilities:

- Provide accommodations and adaptations that allow children with disabilities to participate in activities that encourage independence and autonomy.

- Focus on abilities rather than disabilities and give courage to exhibit their strength.
- Encourage all children to be inclusive and supportive of their peers with disabilities.

1.2.10 Style of social interaction:

- Recognize and respect different styles of social interaction.
- Provide opportunities for children to engage in activities that match their style of social interaction.
- Help children develop skills to interact positively with different styles of social interaction.

1.2.11 Cultural beliefs and practices:

- Recognize and respect the diversity of cultural beliefs and practices.
- Provide opportunities for children to learn and appreciate different cultures.
- Encourage children to express their own cultural beliefs and practices.

1.2.12 Temperament:

- Recognize and respect individual differences in temperament.
- Provide opportunities for children to engage in activities that match their temperament.
- Help children develop coping strategies to manage challenging situations based on their temperament.

1.2.13 Personal choices and interest:

- Provide a range of activities that match the interests of different children.
- Encourage children to explore new interests and hobbies.
- Allow children to take ownership of their interests and provide support for their pursuit of those interests.

1.2.14 Peer group creation and good relationship:

- Encourage positive relationships among peers and foster an inclusive environment.
- Provide opportunities for children to work together and collaborate.
- Help children develop social skills to navigate peer relationships in a positive and respectful manner.

1.3 Accept responsibility

Accepting responsibility for foster children's independence and autonomy is a critical aspect of providing them with a stable and nurturing environment. Foster parents and caregivers play a crucial role in helping foster children develop the skills and confidence needed to become independent and self-reliant individuals.

- Provide children a clear hope and consequences for their behavior.
- Encourage children to do the work again, no matter what mistake you have done.
- Praise and reward for their responsible behavior.



1.4 Decision making

Decision-making for foster children's independence and autonomy is a collaborative process that involves both the child and their caregivers. It's essential to empower foster children to make age-appropriate decisions while providing guidance and support to ensure their safety and well-being.

- Involve children in planning and decision-making about their activities and environment.
- Encourage children to express their ideas and opinions.
- Provide opportunities for children to collaborate with each other and work to achieve common goals.
- To tell children in such a way that 'your participation in making decision was appreciable'



Self-Check Sheet - 1: Foster Children's Independence and Autonomy

Questionnaire:

1. What is Psychology?

Answer:

2. What is children's Psychology?

Answer:

3. What do you mean by child development?

Answer:

4. Define Children?

Answer:

5. What are the stages of child life?

Answer:

6. Who is toddler? Who is infant?

Answer:

Answer Key - 1: Foster Children's Independence and Autonomy

1. What is Psychology?

Answer: Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior.

2. What is children's Psychology?

Answer: Children's psychology deals not only with how children grow physically, but also seeks to better understand their mental, emotional, and social where they can interact.

3. What do you mean by child development?

Answer: Child development means the sequence of physical, language, thought and emotional changes that occur in a child from birth to the age of 18 years of age.

The overall development that occurs at the age from birth to puberty is called child development.

4. Define Children?

Answer: Children are those who are at the age between 0 to 18 years.

5. What are the stages of child life?

Answer:

- Newborn
- Infant
- Toddler
- Pre-school
- School
- Adolescent

6. Who is toddler? Who is infant?

Answer: Toddler is at the age between 1 to 3 years and Infant at the age between 1 month to 1 year.

Task Sheet-1.1 Develop Independence and Autonomy

Objectives: The objective of this task is to empower children to develop independence and autonomy in their daily activities and decision-making. The task focuses on building self-confidence, problem-solving skills, and a sense of responsibility in children.

Working Procedure:

1. Begin with a discussion about what it means to be independent and why it's important.
2. Share stories or examples of individuals who demonstrate independence.
3. Discuss the benefits of being independent and how it contributes to personal growth.
4. Present scenarios where children need to make decisions (e.g., choosing a weekend activity).
5. Guide them through the process of weighing pros and cons and making informed choices.
6. Introduce problem-solving techniques and encourage them to come up with solutions to everyday challenges.

Note: Adjust activities based on the children's interests and abilities. Encourage open dialogue and make the learning experience enjoyable. The goal is to help children develop the skills and confidence they need to navigate the world independently and responsibly.

Learning Outcome 2: Encourage Children to Express Their Feelings, Ideas and Needs

Assessment Criteria	1. Children are encouraged to express their feelings, ideas and needs based on social norm. 2. Children are provided with activities as means of releasing their feelings according to their interests and needs. 3. Children are encouraged to respect each other's individual needs, abilities and interest.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Feelings, ideas and needs based on social norm. 2 Activities 3 Interests and needs. 4 Respect each other's individual needs, abilities and interest.
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 2: Encourage Children to Express Their Feelings, Ideas and Needs

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Encourage Children to Express Their Feelings, Ideas and Needs	1. Instructor will provide the learning materials of Encourage children to express their feelings, ideas and needs
2. Read the Information sheet/s	2. Information Sheet No:2 Encourage children to express their feelings, ideas and needs
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2- Encourage children to express their feelings, ideas and needs Answer key No. 2- Encourage children to express their feelings, ideas and needs
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No. 2.1: Express Their Feelings, Ideas and Needs

Information Sheet 2: Encourage Children to Express Their Feelings, Ideas and Needs

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Feelings, ideas and needs based on social norm.
- 2.2 Activities
- 2.3 Interests and needs.
- 2.4 Respect each other's individual needs, abilities and interest.

2.1 Feelings, ideas and needs of children based on social norm

Encouraging children to express their feelings, ideas, and needs is important for their emotional and social development. By providing a safe and supportive environment for expression, children can learn to communicate effectively and develop their sense of self. It is essential to respect and validate their feelings, ideas, and needs.



- Encourage children to talk about their feelings and thoughts.
- Help them understand appropriate ways of expressing their emotions.
- Discuss social norms and expectations regarding expression of emotions and needs.
- Model healthy emotional expression yourself

How to encourage children to express their feelings, ideas, and needs:

- Create a safe and welcoming environment where children feel comfortable sharing their thoughts and emotions.

- Engage with children in meaningful conversations by asking open-ended questions that encourage them to share their ideas and feelings.
- Listen actively to children and show empathy by acknowledging and validating their emotions.
- Encourage children to use descriptive words and phrases to articulate their emotions and needs.
- Help children to identify and name their emotions by providing examples of different feelings and discussing how they are experienced.
- Provide opportunities for children to express their feelings through creative activities such as drawing, painting, and role-playing.
- Encourage children to express their needs and preferences by offering choices whenever possible.
- Model open communication and emotional expression yourself by sharing your own thoughts and feelings in an age-appropriate way.
- Provide a supportive and non-judgmental environment that fosters trust and encourages children to express them freely.

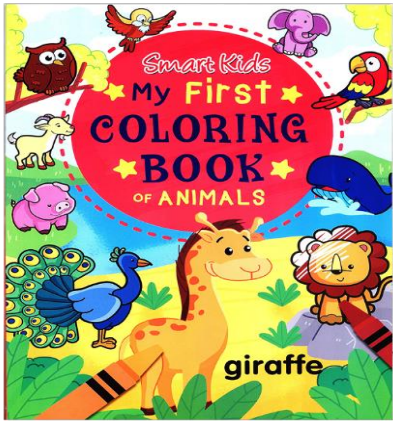
2.2 Activities, Interests and needs

- Observe and listen to children to identify their interests and needs.
- Offer a variety of activities that allow for physical, emotional, and creative expression, such as art, music, dance or drama.
- Provide a safe and supportive environment where children feel comfortable expressing themselves.
- Be open and non-judgmental towards different types of expression.

The following so many activities a child can do to enhance his/her psychological and physical promotion-

Such as, to copy anything like circle and triangle, playing games, dancing, Talking, Singing, Laughing, telling Rhymes and stories, jumping, climbing, skating, brushing, running, riding, catching and holding anything, enjoying video calls, watching television, listening radio or mobile, substituting activities, pulling and pushing wheels, Cuddles, Listening and talking with the infant or toddler quietly.

In addition to above mentioned activities following broad activities are very effective to develop physical and psychological state of a child-

Books reading: ▪ Provide children with books that align with their interests or explore new topics. ▪ Encourage them to share their thoughts and feelings about the stories. ▪ Ask open-ended questions to spark their imagination and creativity.	
Use of Audio-Visual Equipment like Radio, Television etc: ▪ Encourage children to listen to music or watch shows that align with their interests ▪ Discuss their thoughts and feelings about what they watched or listened to. ▪ Ask them to create their own stories, songs or skits inspired by what they saw or heard.	
Use of coloring book: ▪ Provide children with a variety of coloring books that appeal to their interests. ▪ Encourage them to use a range of colors and express their feelings through their art-work. ▪ Display their completed artwork to recognize and validate their efforts.	
Habit of Pencil work: ▪ Offer a variety of pencils, pens, and markers for children to experiment with. ▪ Encourage them to draw and write about their interests or feelings. ▪ Provide positive feedback and recognition for their efforts.	

Playing with peg boards: ▪ To provide peg boards to children opens the opportunities to create any design and to imagine to make a unique design which gives them inspirations to take challenges.	
Construction sets playing: ▪ Playing with construction sets like blocks or logs provides children an encouragement to build special structures and unique designs. This constructive playing helps them to make anything from their own.	
Work with Paper: ▪ Provide children with different types of paper to create artwork. ▪ Encourage them to use their creativity to create unique designs. ▪ Offer guidance on how to make different types of paper art or encourage them to make their own.	

2.3 Respect each other's individual needs, abilities and interest

"Respecting each other's individual needs, abilities, and interests" is a fundamental principle that encourages empathy, understanding, and harmony in various aspects of life, including personal relationships, education, workplaces, and society as a whole. This principle recognizes that each person is unique and has their own set of strengths, weaknesses, preferences, and goals.



- Model respectful behavior towards others.
- Help children understand and appreciate individual differences.
- Encourage children to communicate and collaborate with each other in a positive manner.
- Provide opportunities for children to work together and appreciate each other's strengths and abilities.

Activity: Collaborative Art Project

Aim: To encourage participants to appreciate and respect each other's unique skills, interests, and abilities while working together to create a collective piece of art.

Materials Needed:

1. Large blank canvas or paper
2. A variety of art supplies (paints, markers, colored pencils, crayons, etc.)
3. Easels or tables for working
4. Aprons or old clothes to protect clothing
5. Any additional materials for embellishments (glitter, fabric, buttons, etc.)



Self-Check Sheet - 2: Encourage Children to Express Their Feelings, Ideas and Needs

Questionnaire:

1. Why is it important to encourage children to express their feelings, ideas, and needs?

Answer:

2. How can encouraging children to express themselves benefit their emotional development?

Answer:

3. In what ways does allowing children to share their ideas contribute to their cognitive growth?

Answer:

4. What role does encourage children to voice their needs play in building their confidence?

Answer:

5. How does the practice of allowing children to express themselves prepare them for future relationships?

Answer:

6. What broader societal benefits can arise from teaching children to express their feelings, ideas, and needs?

Answer:

Answer Key - 2: Encourage Children to Express Their Feelings, Ideas and Needs

1. Why is it important to encourage children to express their feelings, ideas, and needs?

Answer: Encouraging children to express their feelings, ideas, and needs helps them develop strong communication skills, emotional intelligence, and a sense of agency.

2. How can encouraging children to express themselves benefit their emotional development?

Answer: When children express their feelings, they learn to identify and manage their emotions, leading to healthier emotional development and improved self-awareness.

3. In what ways does allowing children to share their ideas contribute to their cognitive growth?

Answer: Allowing children to share their ideas fosters critical thinking, creativity, and problem-solving skills, promoting cognitive growth and intellectual curiosity.

4. What role does encourage children to voice their needs play in building their confidence?

Answer: Encouraging children to voice their needs teaches them to assert themselves and communicate effectively, boosting their self-confidence and self-esteem.

5. How does the practice of allowing children to express themselves prepare them for future relationships?

Answer: When children learn to express themselves openly, they develop better interpersonal skills, empathy, and the ability to build meaningful relationships based on mutual understanding.

6. What broader societal benefits can arise from teaching children to express their feelings, ideas, and needs?

Answer: Teaching children to express themselves fosters a more inclusive society where individuals are heard and respected, leading to better collaboration, reduced conflicts, and a culture of empathy.

Task Sheet-2.1 Express Their Feelings, Ideas and Needs

Objectives: The goal of this task is to create an environment and activities that encourage children to express their feelings, ideas, and needs effectively. This task is designed to promote their communication skills, emotional intelligence, and self-confidence.

Working Procedure:

1. Gather the children in a circle.
2. Use a storybook or the puppet to introduce various emotions (happy, sad, angry, excited, etc.).
3. Discuss what each emotion feels like and when they might experience it.
4. Have the children draw faces depicting different emotions.
5. Discuss what the children learned throughout.
6. Ask them to share one thing they now feel more confident about expressing (feelings, ideas, or needs).
7. Use informal observations and discussions to assess their progress in terms of communication, expression, and emotional understanding.

Note: Adapt the activities and discussions based on the children's responses and needs. The primary goal is to create a safe and supportive environment for children to express themselves confidently and authentically.

Learning Outcome 3: Simulate Children's Awareness and Creativity

Assessment Criteria	1. Children are encouraged to express their imagination and creativity based developmental needs. 2. Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs. 3. Materials and experiences are provided that would stimulate their various senses based on their interests. 4. Experiences that develop and enhance imagination and creativity are provided based on their interests.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Imagination and creativity 2 Support awareness of the range of movements 3 Various senses based on their interests
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 3: Simulate Children's Awareness and Creativity

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about simulate children's awareness and creativity	1. Instructor will provide the learning materials of simulate children's awareness and creativity
2. Read the Information sheet/s	2. Information Sheet No:3 Simulate children's awareness and creativity
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Simulate children's awareness and creativity Answer key No. 3- Simulate children's awareness and creativity
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:3.1: Create a Simulating Environment

Information Sheet 3: Simulate Children's Awareness and Creativity

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Imagination and creativity
- 3.2 Support awareness of the range of movements
- 3.3 Various senses based on their interests
- 3.4 Imagination and creativity

3.1 Imagination and creativity

Imagination and creativity are integral aspects of human development, particularly during childhood and throughout life. They play a crucial role in various developmental domains, including cognitive, social, emotional, and even physical growth.



Here's a breakdown of how imagination and creativity contribute to developmental needs:

3.1.1 Cognitive Development:

- **Problem-Solving:** Imaginative play and creative activities encourage children to think outside the box and find innovative solutions to problems.
- **Critical Thinking:** Engaging in imaginative scenarios and creative projects fosters the ability to analyze situations from different angles and make informed decisions.

- **Abstract Thinking:** Imagining scenarios that go beyond immediate reality helps develop abstract thinking skills, which are essential for advanced learning in subjects like mathematics and science.

3.1.2 Emotional Development:

- **Self-Expression:** Creative outlets such as art, music, and storytelling provide individuals with a means to express their emotions, thoughts, and experiences in nonverbal ways.
- **Emotional Regulation:** Engaging in imaginative play allows children to explore and understand their feelings, which contributes to the development of emotional regulation skills.
- **Empathy:** Through imaginative role-playing, individuals can put themselves in the shoes of others, promoting empathy and understanding of different perspectives.

3.1.3 Social Development:

- **Collaboration:** Participating in group creative activities encourages collaboration, negotiation, and compromise among peers, leading to the development of social skills.
- **Communication:** Storytelling, role-playing, and creative projects enhance verbal and nonverbal communication skills, aiding in effective expression and interaction.
- **Conflict Resolution:** Imaginative play can provide a safe space for children to practice resolving conflicts and disagreements, promoting the development of conflict resolution skills.

3.2 Support awareness of the range of movements

Awareness of the range of movements of one's own body is crucial for physical development, spatial understanding, and overall well-being. This awareness is particularly important during childhood, as it lays the foundation for healthy movement patterns, coordination, and self-confidence.

- Children are provided variety of physical activities, such as running, jumping, climbing ups and down, skating and Balancing
- Children are encouraged to explore different movements and sensations, such as rolling, spinning, and stretching exercises.
- Children are provided opportunities to practice fine motor skills, such as cutting, drawing, brushing and writing.

3.3 Various senses based on their interests

Supporting a child's exploration of various senses based on their interests can greatly enhance their sensory development, cognitive growth, and overall engagement with the world around them. Sensory experiences contribute to a child's understanding of the environment and promote brain development.

- Pay attention to the child's reactions and preferences during different activities. Observe what captures their attention and what they seem to enjoy the most.
- Offer a range of sensory materials that align with their interests. This could include textures like sand, water, clay, fabrics, natural materials, and more.
- Encourage activities that involve different senses. For example, if a child is interested in cooking, they can experience the textures, smells, and tastes of various ingredients.
- If a child enjoys art, provide opportunities for them to explore different mediums like paints, clay, markers, and fabrics. This engages their sense of touch, sight, and even smell.
- If a child loves nature, take them on nature walks where they can touch leaves, feel different types of soil, listen to birds, and experience the natural environment.
- For children interested in music, provide musical instruments or objects that make interesting sounds. This engages their auditory sense and can lead to rhythm and creativity.
- Encourage storytelling and imaginative play that involve sensory details. This can help them visualize and experience different scenarios.
- Create activities that involve multiple senses simultaneously. For instance, combining water play with scented soap or colored water engages touch, smell, and sight.
- If a child has a specific interest, such as animals or vehicles, tailor sensory experiences around that interest. This can involve textures related to the interest, sounds associated with it, and so on.
- Always ensure that the sensory experiences are safe and age-appropriate. Avoid materials that could be harmful if ingested or cause allergies.

Example:

Music, sound, movement and dance: creative activities for preschoolers

Preschoolers usually enjoy singing. They love songs with repetition and simple melodies. They can make up their own words to familiar songs, and words often come from the events and people around them.

Your child can usually recognise and name favourite songs and sing parts of them. Singing helps children **understand the differences between fast and slow**, long and short, high and low, and loud and soft.

Your child might make up actions and dance moves to go along with music. Other times you might find them flying like a butterfly, creeping like a caterpillar or hopping like a frog.

Movement with music is also **good for releasing energy and emotions**. For example, your child might jump for joy or stamp angrily.

These ideas can get your child singing, dancing and moving creatively:

- Make some homemade instruments. For example, a saucepan, a saucepan lid and a wooden spoon can become a drum kit.
- Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat.
- Watch short videos of animals making noise and moving in the wild. Your child could make a drum sound like a plodding elephant or a shaker sound like a slithering snake. Or they might enjoy dancing like a silly monkey.
- Listen to the musical pieces *Peter and the wolf* or *The carnival of the animals*, which use the sound of different instruments to represent different animals. Guess what animal the music is representing and try to copy the sounds.
- Sing songs, chants and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Frère Jacques' or 'The wonky donkey'. Can't remember the words? Try our Baby Karaoke.

3.4 Providing experiences that develop and enhance imagination and creativity based on their interests

Fostering imagination and creativity in individuals, especially children, is essential for their cognitive and emotional development. Tailoring experiences to their interests can be a powerful way to achieve this. Here are some ideas and strategies for providing experiences that develop and enhance imagination and creativity based on individual interests:

- **Observe and Listen:** Start by observing and listening to the individual's interests, whether it's a child, a student, or an adult. Pay attention to what they talk about, what excites them, and what they enjoy doing in their free time.

- **Encourage Exploration:** Encourage them to explore their interests more deeply. Provide access to books, documentaries, websites, or resources related to their passion. This allows them to learn and expand their knowledge in a self-directed way.
- **Artistic Expression:** Encourage artistic expression through drawing, painting, writing, or any other creative medium they enjoy. Art provides an excellent outlet for imagination and creativity.
- **Immersive Experiences:** Create or provide immersive experiences related to their interests. For example, if they love space, visit a planetarium or watch a rocket launch together. Immersion can stimulate their imagination and curiosity.



Self-Check Sheet - 3: Simulate Children's Awareness and Creativity

Questionnaire:

1. What is the significance of stimulating children's awareness and creativity?

Answer:

2. How does encouraging imaginative play contribute to children's awareness and creativity?

Answer:

3. What role does sensory exploration play in stimulating children's awareness and creativity?

Answer:

4. How can caregivers support children's awareness and creativity through art activities?

Answer:

5. In what ways does storytelling contribute to children's awareness and creativity?

Answer:

6. Why is it important to adapt sensory experiences based on children's interests?

Answer:

Answer Key - 3: Simulate Children's Awareness and Creativity

1. What is the significance of stimulating children's awareness and creativity?

Answer: Stimulating children's awareness and creativity is vital as it enhances their cognitive, emotional, and social development. It helps them explore the world, develop problem-solving skills, and express themselves in unique ways.

2. How does encouraging imaginative play contribute to children's awareness and creativity?

Answer: Encouraging imaginative play allows children to create scenarios, explore various perspectives, and develop critical thinking. It nurtures their creativity and aids in understanding complex concepts.

3. What role does sensory exploration play in stimulating children's awareness and creativity?

Answer: Sensory exploration engages multiple senses, fostering a deeper understanding of the environment. This hands-on experience sparks creativity and enhances cognitive development by making learning more tangible and experiential.

4. How can caregivers support children's awareness and creativity through art activities?

Answer: Caregivers can provide art materials and encourage children to express themselves through drawings, paintings, and crafts. This promotes creative thinking, fine motor skills, and emotional expression.

5. In what ways does storytelling contribute to children's awareness and creativity?

Answer: Storytelling encourages children to create narratives, characters, and settings. This process fosters imagination, language development, and empathy as they step into the shoes of different characters.

6. Why is it important to adapt sensory experiences based on children's interests?

Answer: Adapting sensory experiences to children's interests increases engagement and motivation. When sensory activities align with their preferences, children are more likely to explore, learn, and develop a deeper awareness of the world around them.

Task Sheet-3.1 Create a Simulating Environment

Objectives:

- To enhance children's awareness of their surroundings, emotions, and cognitive abilities.
- To foster a creative mindset by encouraging innovative thinking and problem-solving.
- To provide diverse experiences that promote imaginative play and exploration.

Working Procedures:

1. Arrange a variety of age-appropriate materials.
2. Arrange a toy, and resources to spark interest.
3. Ensure a safe and flexible space that allows for creative activities and imaginative play.

By following this task sheet, caregivers and educators can create an enriching environment that stimulates children's awareness and creativity, fostering their cognitive development, problem-solving abilities, and imaginative thinking.

Learning Outcome 4: Foster Children's Self-Esteem and Development of Self-Concept

Assessment Criteria	1. Opportunities are provided for children to experience their individual strengths and needs. 2. Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage. 3. Individual differences are acknowledged and respected based on child's development stage. 4. Children's achievements are acknowledged and appreciated based on preference. 5. Children's positive self-worth and self-esteem are enhanced.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Individual strengths and needs. 2 Negative feeling 3 Child's development stage. 4 Children's achievements 5 Children's positive self-worth and self-esteem
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 4: Foster Children's Self-Esteem and Development of Self-Concept

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about foster children's self-esteem and development of self-concept	1. Instructor will provide the learning materials of foster children's self-esteem and development of self-concept
2. Read the Information sheet/s	2. Information Sheet No:4 Foster children's self-esteem and development of self-concept
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 4- Foster children's self-esteem and development of self-concept Answer key No. 4- Foster children's self-esteem and development of self-concept
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No: 4.1: Specification Sheet: 4.1

Information Sheet 4: Foster Children's Self-Esteem and Development of Self-Concept

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Individual strengths and needs.
- 4.2 Negative feeling
- 4.3 Child's development stage.
- 4.4 Children's achievements
- 4.5 Children's positive self-worth and self-esteem

4.1 Individual strengths and needs

Understanding and catering to individual strengths and needs is crucial for supporting the holistic development of children. Each child is unique, with their own set of abilities, preferences, and challenges. By recognizing and addressing their individual strengths and needs, caregivers and educators can create an environment that nurtures their growth and potential.

Identifying Individual Strengths:

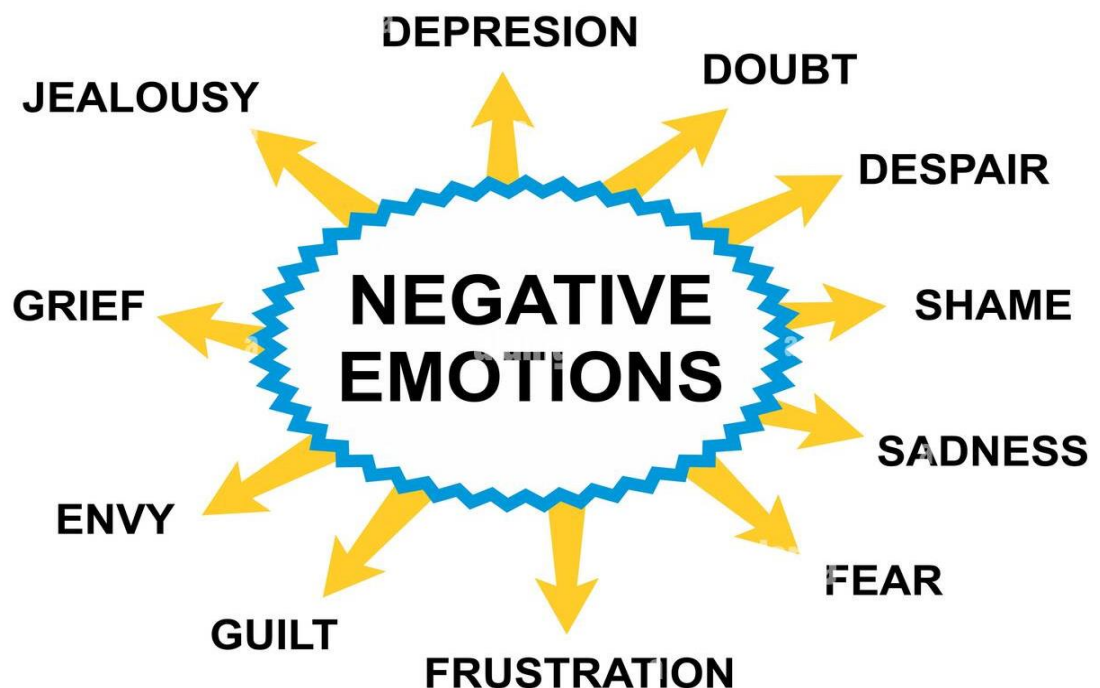
- **Observation:** Pay close attention to a child's interests, talents, and natural inclinations. Observe what activities or subjects they excel in and where they show enthusiasm.
- **Feedback:** Encourage open communication with the child and those who interact with them regularly, such as parents, teachers, and mentors. They can provide insights into the child's strengths.
- **Assessment:** Utilize formal and informal assessments to identify strengths. These could include academic assessments, artistic performances, sports achievements, and more.
- **Exploration:** Provide a variety of experiences to allow the child to discover their strengths. Exposure to different activities can help uncover hidden talents.



4.2 Negative feeling

Negative emotions such as frustration, aggression, depression, fear, and anxiety can significantly impact children's awareness and creativity. Addressing these emotions appropriately is important for fostering a healthy emotional environment that supports their overall development.

Here's how these emotions might affect children's awareness and creativity, along with some strategies to help manage them:



- **Frustration:** Frustration can hinder a child's ability to think clearly and engage in creative activities. It might lead to giving up on challenging tasks or becoming disinterested in exploring new ideas.
- **Aggression:** Aggressive behavior can result from unexpressed emotions and hinder positive interactions with peers and caregivers. It might limit a child's capacity to engage in cooperative and imaginative play.
- **Depression:** Depression can lead to decreased interest in activities, including those involving creativity. A child might feel unmotivated, which can hinder their ability to explore and express themselves.
- **Fear and Anxiety:** Fear and anxiety can make a child hesitant to try new things, limiting their willingness to explore and be creative. These emotions might also lead to difficulties in focusing and concentrating.

4.3 Child's development stage

A child's development stage refers to the specific period in their life when they are undergoing significant physical, cognitive, social, and emotional changes. Developmental stages are often categorized based on age ranges, and each stage is characterized by certain milestones and characteristics. Understanding a child's developmental stage is essential for providing appropriate support, guidance, and education.

Here are the main developmental stages and their key characteristics:

➤ **Infancy (0-2 years):**

- Rapid physical growth, including motor skill development (rolling over, crawling, walking).
- Limited verbal communication, with early language development (babbling, simple words).
- Strong attachment to caregivers, forming the foundation for emotional development.

➤ **Early Childhood (3-6 years):**

- Rapid language development, expanding vocabulary and forming complex sentences.
- Developing social skills, such as sharing, taking turns, and forming friendships.
- Active imagination and creative play, often engaging in pretend scenarios.

➤ **Middle Childhood (7-11 years):**

- Cognitive development includes improved reasoning, problem-solving, and abstract thinking.
- Academic skills become more refined, including reading, writing, and math.
- Developing a sense of industry and competence through mastery of tasks.

➤ **Adolescence (12-18 years):**

- Puberty and significant physical changes, including growth spurts and sexual maturation.
- Cognitive development continues with enhanced critical thinking, planning, and decision-making.
- Identity formation, exploration of personal values, and increased independence.

➤ **Emerging Adulthood (18-25 years):**

- Transition from adolescence to adulthood, marked by further identity exploration and establishing independence.
- Pursuit of higher education, career goals, and developing relationships.
- Continued cognitive development, including abstract thinking and problem-solving.

4.4 Children's achievements

Children's achievements refer to the significant accomplishments, milestones, and successes that children reach in various areas of their development. These achievements can encompass a wide range of domains, including academics, sports, arts, social interactions, emotional growth, and more. Celebrating and acknowledging children's achievements is essential for boosting their confidence, self-esteem, and motivation.

➤ **Academic Achievements:**

- Excelling in subjects such as mathematics, science, languages, and arts.
- Graduating from one educational level to another (e.g., moving from preschool to elementary school).
- Achieving high grades or specific academic awards.

➤ **Sports and Physical Achievements:**

- Winning a sports competition or tournament.
- Improving personal records in physical activities or sports.
- Demonstrating teamwork, sportsmanship, and dedication.

➤ **Social and Emotional Achievements:**

- Developing and maintaining positive relationships with peers and adults.
- Demonstrating empathy, kindness, and respect towards others.
- Overcoming shyness or social anxieties to participate in group activities.

4.5 Children's positive self-worth and self-esteem

Children's positive self-worth and self-esteem are essential components of their emotional well-being and overall development. Positive self-worth refers to a child's perception of their own value and worth as a person, while self-esteem relates to the overall evaluation and attitude they have toward themselves. Nurturing these aspects is crucial for helping children develop a healthy sense of self and confidence.

Here's how to promote children's positive self-worth and self-esteem:

- Unconditional Love and Acceptance
- Encouragement and Praise
- Promote Independence
- Celebrate Individuality
- Provide Challenges
- Teach Self-Compassion
- Set Realistic Expectations
- Encourage Positive Self-Talk
- Model Healthy Self-Esteem
- Foster Positive Relationships
- Emphasize Effort and Progress
- Encourage Resilience



Self-Check Sheet - 4: Foster Children's Self-Esteem and Development of Self-Concept

Questionnaire:

1. Why is fostering children's self-esteem important for their overall development?

Answer:

2. How does positive self-esteem impact the development of a child's self-concept?

Answer:

3. What role does praise and recognition play in promoting children's self-esteem?

Answer:

4. How can caregivers help children develop a positive self-concept?

Answer:

5. How can parents and educators balance provide challenges and supporting children's self-esteem?

Answer:

6. What strategies can be used to address negative self-talk and self-criticism in children?

Answer:

Answer Key - 4: Foster Children's Self-Esteem and Development of Self-Concept

1. Why is fostering children's self-esteem important for their overall development?

Answer: Fostering children's self-esteem is crucial because it contributes to their emotional well-being, confidence, and resilience. Positive self-esteem enhances their willingness to take on challenges and explore their potential.

2. How does positive self-esteem impact the development of a child's self-concept?

Answer: Positive self-esteem influences the way a child perceives themselves, leading to a healthier self-concept. When children value themselves, they are more likely to have a positive self-image and a realistic understanding of their strengths and weaknesses.

3. What role does praise and recognition play in promoting children's self-esteem?

Answer: Genuine praise and recognition for a child's efforts, progress, and achievements boost their self-esteem. It reinforces their sense of competence and encourages them to take on new challenges.

4. How can caregivers help children develop a positive self-concept?

Answer: Caregivers can support a positive self-concept by providing a safe and accepting environment, encouraging open communication, and helping children discover and appreciate their unique qualities.

5. How can parents and educators balance provide challenges and supporting children's self-esteem?

Answer: Balancing challenges and self-esteem involves setting realistic goals that push children slightly beyond their comfort zones. Achievable challenges, along with support and encouragement, foster a sense of accomplishment and growth.

6. What strategies can be used to address negative self-talk and self-criticism in children?

Answer: Encourage children to recognize negative self-talk and replace it with positive affirmations. Teach them to reframe challenges as learning opportunities and remind them of their achievements and strengths.

Job Sheet-4.1: Promote of Psycho-physical development

Scenarios: A 7 years old child you are responsible to care her/him. How you will try to promote his/her psycho-physical development?

Working Procedure:

1. Review the chart provided by a developmental psychologist
2. Mental preparation and PPE maintain with hand hygiene maintain (if needed)
3. To be friendly with the child
4. Counseling to him/her
5. To provide certain equipment to the child to operate. The equipment provided will be of two categories such as 1) Tools for physical work for physical development 2) Tools for enjoyments and strategic activities for psychological development.
6. For physical works- Any one or two of the following job can be offered to do such as Running, Boxing, pushing wheeled toys, skating, cycling, skipping rope etc. and for psychological work- puzzle, drawing pictures, coloring anything, Ludo, opportunity to join friend circle etc.
7. Closely watching and monitoring is to be needed so that any accident can't be done while using the equipment,
8. To observe the child whether the child is doing the concerned job properly and attentively or not,
9. The job may be prolonged from half an hour to 2 hours according to type of job,
10. Child friendly food can be provided during job,
11. When you will see the child is absent minded or not doing the job with concentration, discontinue the job,
12. In this case another job can be offered,
13. Or if the child wants to take rest, should be given enough time to take rest.
14. Record file maintain and self-freshness.

Review of Competency

Below is yourself assessment rating for module **Foster Psychological Development of Children**

Assessment of performance criteria	Yes	No
Opportunities to develop self-help skills and independence are provided as needed.		
Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.		
Children are encouraged to accept responsibility for their own actions.		
Opportunities are created for children to participate in decision making.		
Children are encouraged to express their feelings, ideas and needs based on social norm.		
Children are provided with activities as means of releasing their feelings according to their interests and needs.		
Children are encouraged to respect each other's individual needs, abilities and interest.		
Children are encouraged to express their imagination and creativity based developmental needs.		
Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.		
Materials and experiences are provided that would stimulate their various senses based on their interests.		
Experiences that develop and enhance imagination and creativity are provided based on their interests.		
Opportunities are provided for children to experience their individual strengths and needs.		
Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.		
Individual differences are acknowledged and respected based on child's development stage.		
Children's achievements are acknowledged and appreciated based on preference.		
Children's positive self-worth and self-esteem are enhanced.		

I now feel ready to undertake my formal competency assessment

Signed by

Date.....

Development of CBLM:

The Competency Based Learning Material (CBLM) of '**Foster Psychological Development of Children**' (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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Module Content

Unit Title: Foster Physical Development of Children

Unit Code: OU- IS-CITC-03-L3-V1

Module Title: Fostering Physical Development of Children

Module Description: This module covers the knowledge, skills and attitudes required to foster physical development of children. It includes enhancing physical activities of children, creating opportunities for children to develop a wider range of physical development and developing experience to support physical development of children.

Nominal Duration: 40 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Enhance physical activities of children
2. Provide planned and spontaneous experiences to foster the physical development of children
3. Create opportunities for children to develop a wide range of physical skills
4. Interact with the child to foster skill development

Assessment Criteria:

1. Children are provided with tools and equipment based on physical development need
2. Children are given exercise or activities based on needs
3. Identify and monitor children's physical skills and development
4. Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills.
5. Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness.
6. Involvements are planned and provided to challenge the physical endeavors of children.
7. Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play.
8. Events are planned that extend children's physical activity through music and dance
9. Opportunities are developed for physical activity within the context of the service
10. A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills
11. When children require specialist, assistance is identified and seek advice.
12. Opportunities are created to support emerging skills of individual children where necessary.
13. Children of both genders are encouraged to participate in the full range of activities.
14. Opportunities are provided for children to develop and learn new physical skills.
15. A variety of strategies are used to encourage children's physical skills and development. Positive acknowledgement of children's efforts to participate is provided.
16. Children are encouraged to express ideas for physical experiences.
17. Physical activity and active play are encouraged whilst respecting each child's level of ability and participation
18. Children's confidence and safety awareness are encouraged when participating in physically active play

Learning Outcome 1: Enhance physical activities of children

Assessment Criteria	1. Children are provided with tools and equipment based on physical development needs 2. Children are given exercise or activities based on needs
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Tools and equipment based on physical development needs 2 Exercise or activities based on needs
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 1: Enhance physical activities of children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Enhance physical activities	1. Instructor will provide the learning materials of Enhance physical activities
2. Read the Information sheet/s	2. Information Sheet No:1 Enhance physical activities of children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Enhance physical activities of children Answer key No. 1- Enhance physical activities of children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:1.1: Enhance physical activities of children Specification Sheet: 1.1 Enhance physical activities of children

Information Sheet 1: Enhance physical activities of children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Tools and equipment based on physical development needs
- 1.2 Exercise or activities based on needs

Physical activities of children

Physical activity is any activity that involves moving your body. Physical activity is vital for young children's health and development. Children need different amounts of physical activity at different ages. It's good for children to spend more time being active and less time sitting still.

1.1 Tools and equipment based on physical development needs

To ensure the proper physical development of our children, they have to be provided with appropriate tools and equipment through which they will play and develop both physically and mentally. When it comes to the physical development needs of children, there are various tools and equipment that can aid their growth and enhance their motor skills. Here are some examples:

- **Balance bikes:**

These bikes are designed without pedals, allowing children to develop balance and coordination before transitioning to a traditional bicycle.



Balance Bike

- **Jump ropes:**

Jumping rope is an excellent exercise for improving cardiovascular fitness, coordination, and leg strength.



Jump Ropes

- **Playground equipment:**

Swings, slides, climbing structures, and monkey bars are all valuable tools for physical development. They enhance strength, coordination, and spatial awareness.

- **Balls:**

Balls of different sizes and textures encourage hand-eye coordination, motor skills, and gross motor development. Examples include soccer balls, basketballs, and soft balls.

- **Exercise mats:**

Mats provide a cushioned surface for children to perform various exercises, stretches, yoga poses, and other physical activities.

- **Climbing frames and rock walls:**

These equipment pieces allow children to develop their upper body strength, grip, and coordination as they climb and traverse.

- **Audio visual equipment:**

Audiovisual equipment engages children in active movement, promotes coordination and spatial awareness, develops fine motor skills through touchscreen interaction, provides guided exercise routines, and introduces them to various physical activities and sports.

- **Coloring books:**

While coloring books primarily focus on artistic expression, they indirectly contribute to physical development by enhancing fine motor skills and hand-eye coordination. Holding and controlling coloring utensils, manipulating shapes, and coloring within lines all support the refinement of fine motor abilities in children.

- **Color:**

Engaging in coloring activities helps children develop their fine motor skills, hand-eye coordination, and grip strength. Holding and maneuvering coloring utensils, controlling strokes, and staying within boundaries promote dexterity and control, contributing to physical development in children.

- **Pencils:**

Using pencils helps children develop their fine motor skills and hand-eye coordination as they hold and control the pencil, manipulate their grip, and create precise movements while writing or drawing.

- **Peg boards:**

Peg boards offer a hands-on activity that promotes fine motor skills and hand-eye coordination in children. Placing and removing pegs from the board requires precise finger movements, strengthening dexterity. It also enhances visual perception, spatial awareness, and problem-solving skills as children create patterns or designs with the pegs.

- **Activity kit:**

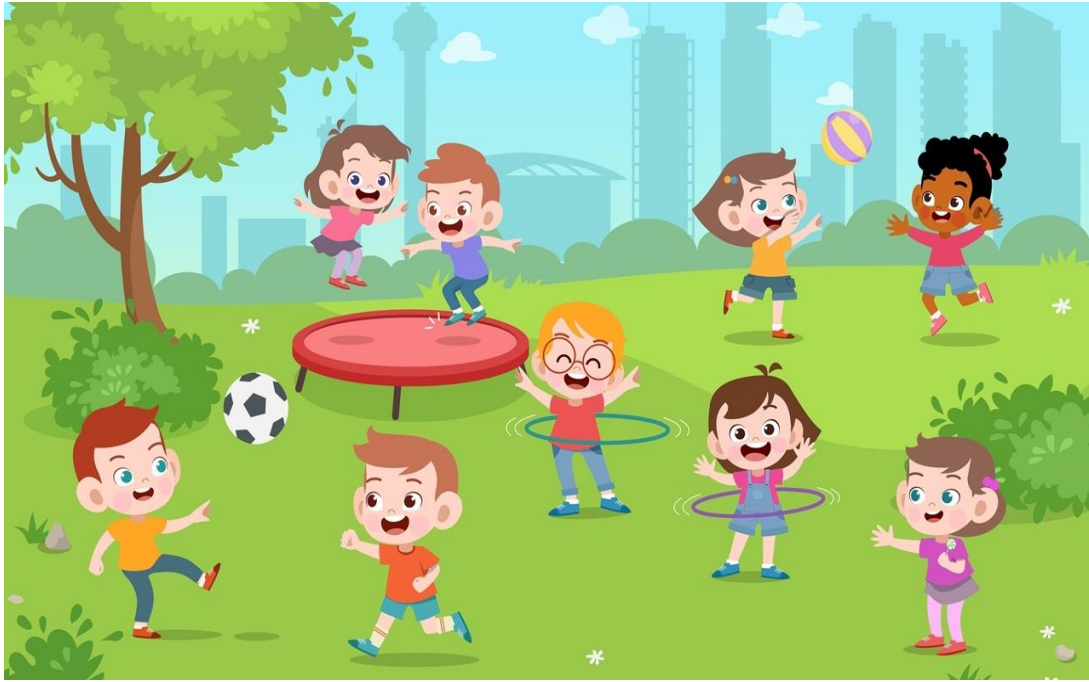
Activity kits offer a range of materials and tasks that support physical development in children. Engaging with the kit's components, such as puzzles, building blocks, or sports equipment, promotes fine and gross motor skills, coordination, balance, and spatial awareness. It encourages active play, exploration, and the development of physical abilities.

- **Books:**

While books primarily focus on cognitive and linguistic development, they indirectly contribute to physical development. Holding and turning pages strengthens fine motor skills. Additionally, books that encourage physical actions like clapping or movement promote gross motor skills, coordination, and body awareness in children.

1.2 Exercise or activities based on needs:

Children are given exercise or activities based on their individual needs to ensure optimal development. Children have unique needs when it comes to exercise and physical activities. It's important to focus on activities that are age-appropriate, enjoyable, and promote their overall physical development. Here are some exercise and activity ideas based on children's needs:



- Free play.
- Outdoor games.
- Sports:
 - Dance or aerobics.
 - Yoga or stretching.
 - Obstacle courses.
 - Bike riding or rollerblading.
 - Martial arts.
 - Trampoline.
 - Scavenger hunts or nature walks.

Remember to adapt the activities based on the age, abilities, and interests of the children. Safety should always be a priority, and adult supervision is essential, especially for younger children.

Self-Check Sheet - 1: Enhance physical activities of children

Questionnaire:

1. What is physical activity?

Answer:

2. Why Physical Activity is important for children?

Answer:

3. What type of activity can you provide to your child?

Answer:

4. What types of tools and equipment will you provide to your child based on physical development needs?

Answer:

5. How does activity kit help your child to develop?

Answer:

Answer Key - 1: Enhance physical activities of children

1. What is physical activity?

Answer: Physical activity is any activity that involves moving your body. Physical activity is vital for young children's health and development. Children need different amounts of physical activity at different ages. It's good for children to spend more time being active and less time sitting still.

2. Why Physical Activity is important for children?

Answer: Physical activities play a vital role in the overall development of children. They provide numerous benefits for their physical, mental, and emotional well-being. Engaging in regular physical activities helps children develop strong muscles and bones, improve cardiovascular fitness, and maintain a healthy weight. It promotes coordination, balance, and agility, enhancing their motor skills. Physical activities also support cognitive function, memory, and concentration. They reduce the risk of chronic diseases, improve sleep patterns, and boost the immune system. Moreover, physical activities encourage social interaction, teamwork, and communication skills. They enhance self-confidence, self-esteem, and resilience, fostering a positive body image and overall mental health. By promoting an active lifestyle from an early age, physical activities lay the foundation for a healthy future.

3. What type of activity can you provide to your child?

Answer: Children are given exercise or activities based on their individual needs to ensure optimal development. Children have unique needs when it comes to exercise and physical activities. It's important to focus on activities that are age-appropriate, enjoyable, and promote their overall physical development. Here are some exercise and activity ideas based on children's needs:

- Free play.
- Outdoor games.
- Sports:
- Dance or aerobics.
- Yoga or stretching.
- Obstacle courses.
- Bike riding or rollerblading.
- Martial arts.
- Trampoline.
- Scavenger hunts or nature walks.

4. What types of tools and equipment will you provide to your child based on physical development needs?

Answer: Playpen with approximate toys according to age group, Audio visual equipment

1.3 Coloring books

- Color
- Pencils
- Peg boards
- Scissors
- Paper
- Activity kit
- Books

5. How does activity kit help your child to develop?

Answer: Activity kits offer a range of materials and tasks that support physical development in children. Engaging with the kit's components, such as puzzles, building blocks, or sports equipment, promotes fine and gross motor skills, coordination, balance, and spatial awareness. It encourages active play, exploration, and the development of physical abilities.

Job Sheet-1.1: Create engaging physical activities for children

Objectives: Create engaging physical activities for children to promote their overall health, fitness, and development.

Scenario: Administer routine medications to a client aged 60 years old according to the instruction through appropriate routes of drug administration in a safe, comfortable and respectful manner.

Time: 20 minutes

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from parents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Identify a variety of age-appropriate materials and equipment for the activity kit.
7. Clean all the materials and supplies.
8. Organize and arrange the items in a storage container or bag for easy access and transportation.
9. Ensure the kit includes a range of activities that target different physical skills, such as throwing, catching, jumping, balancing, and hand-eye coordination.
10. Regularly check and replenish the kit as needed.
11. Choose a suitable location for the peg boards, considering safety and accessibility for children.
12. Install the peg boards securely on walls or other sturdy surfaces.
13. Arrange the pegs in an organized manner, ensuring different colors and shapes are available.
14. Demonstrate different patterns or designs that can be created using the pegs.
15. Encourage children to explore and create their own patterns and designs.
16. Monitor and assist children as needed, providing guidance and support.
17. Submit your work to assessor

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet -1.1 Enhance physical activities of children

Condition for the job: Work must be carried out in a safe manner and according to Care Giving standards.

Specific Instruction:

1. To enhance physical activities for children through the use of activity kits and peg boards, promoting motor skills, coordination, and cognitive development.
2. Prioritize safety during all activities, ensuring appropriate supervision is provided. Adapt the activities and materials based on the age and abilities of the children involved. Encourage a positive and inclusive environment that promotes active participation and enjoyment of physical activities.
3. Ensure the kit includes materials for different physical skills, such as throwing, catching, jumping, balancing, and hand-eye coordination.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Kidney tray	1
2	Gully Pot	1
3	Artery Forceps	1
4	Patient Bed	1
5	Pneumatic Mattress	1
6	Dressing Tray/Trolley	
7	Pillow with Cover, cover sheet for the patient.	

Required Materials:

1. Activity Kit including:
2. Skipping ropes,
3. Bean bags,
4. Balls (varying sizes and textures),
5. Cones,
6. Colorful scarves,
7. Balloons,
8. Peg board etc

Learning Outcome 2: Provide planned and spontaneous experiences to foster the physical development of children

Assessment Criteria	1. Identify and monitor children's physical skills and development 2. Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills. 3. Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness. 4. Involvements are planned and provided to challenge the physical endeavors of children. 5. Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play. 6. Events are planned that extend children's physical activity through music and dance
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. White board and marker 7. Audio Video Device
Contents	1 Identifying and monitoring children's physical skills and development 2 Childrens' fine and gross motor and fundamental movement skills. 3 Challenges of childrens' physical skills and physical fitness. 4 The physical endeavors of children. 5 Encouraging independence and physically active play. 6 Music and dance event
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Project Work 6. Problem Solving 7. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 2: Provide planned and spontaneous experiences to foster the physical development of children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Provide planned and spontaneous experiences to foster the physical development of children
2. Read the Information sheet/s	2. Information Sheet No:2 Provide planned and spontaneous experiences to foster the physical development of children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2.1- Provide planned and spontaneous experiences to foster the physical development of children Answer key No. 2.1- Provide planned and spontaneous experiences to foster the physical development of children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:2.1: Arrange some sports and activities Specification Sheet: 2.1 Arrange some sports and activities

Information Sheet 2: Provide planned and spontaneous experiences to foster the physical development of children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Identifying and monitoring children's physical skills and development
- 2.2 Childrens' fine and gross motor and fundamental movement skills.
- 2.3 Challenges of childrens' physical skills and physical fitness.
- 2.4 The physical endeavors of children.
- 2.5 Encouraging independence and physically active play.
- 2.6 Music and dance event

2.1 Identifying and monitoring children's physical skills and development

Identifying and monitoring children's physical skills and development is crucial to ensure they are progressing appropriately and to address any potential issues early on. Here are some methods to help with this process:

2.1.1 Regular observation:

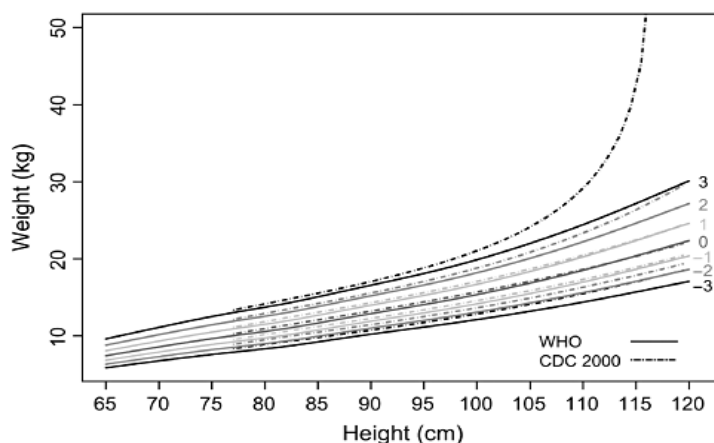
Observe children during playtime, physical activities, and sports to assess their gross motor skills, coordination, balance, and overall physical development. Look for any delays, difficulties, or abnormalities in their movements.

2.1.2 Milestone tracking:

Familiarize yourself with typical developmental milestones for different age groups. These milestones outline the expected physical skills children should acquire at specific ages. Monitor whether children are meeting these milestones within the expected timeframe.

2.1.3 Growth charts:

Monitor children's growth and development by tracking their height, weight, and head circumference. Growth charts help identify any significant deviations from the average growth patterns.



Growth Chart

2.1.4 Consultation with professionals:

If you have concerns about a child's physical development, seek guidance from healthcare professionals, such as pediatricians, physical therapists, or occupational therapists. They can provide specialized assessments and interventions tailored to the child's needs.

2.1.5 Documentation and tracking:

Keep a record of observations, assessments, and milestones to track the progress of children's physical development over time. This documentation can be valuable in identifying trends or patterns and facilitating communication with healthcare professionals if needed.

Remember, each child develops at their own pace, so it's important to consider individual variations. If you notice significant delays or concerns in a child's physical development, it's advisable to consult with healthcare professionals for a thorough evaluation and appropriate interventions if necessary.

2.2 Childrens' fine and gross motor and fundamental movement skills:

2.2.1 Fine Motor Skills:

Fine motor skills involve the coordination and control of small muscles in the hands and fingers, enabling children to perform tasks that require precision and dexterity. Developing fine motor skills is essential for various activities, such as writing, drawing, buttoning clothes, using utensils, and manipulating small objects. Here are some key aspects of fine motor skills in children:

2.2.2 Grasping and gripping:

Children develop the ability to grasp and hold objects using different grips, such as the palmar grasp (using the whole hand), pincer grasp (using the thumb and index finger), and tripod grasp (using the thumb, index, and middle fingers). This allows them to manipulate objects with varying levels of control.



Grasping

2.2.3 Hand-eye coordination:

Fine motor skills involve the coordination of hand movements with visual input. Children learn to use their eyes to guide their hands accurately, such as threading a needle, coloring within lines, or picking up small objects.



Hand-eye coordination

2.2.4 Finger dexterity:

Children gradually refine their finger movements, enabling them to perform intricate tasks. This includes activities like buttoning shirts, tying shoelaces, zipping zippers, and manipulating small objects with precision.



Finger dexterity

2.2.5 Writing and drawing:

As children develop fine motor skills, they gain the ability to control writing and drawing tools. They learn to hold pencils, crayons, or markers correctly and produce controlled movements to form letters, shapes, and intricate designs.

2.2.6 Cutting with scissors:

Cutting with scissors involves bilateral coordination, hand strength, and precise control of hand movements. Children start with simple snipping and progress to cutting along lines and curves as their skills develop.

2.2.7 Manipulating small objects:

Fine motor skills allow children to manipulate small objects like beads, buttons, Lego blocks, and puzzle pieces. They develop the ability to pick up, stack, sort, and manipulate these objects using their fingers with increasing control.



Manipulating small objects

2.2.8 Handwriting:

Fine motor skills play a crucial role in the development of legible and efficient handwriting. Children need to coordinate hand movements, exert appropriate pressure on the writing tool, and control the spacing and size of their letters.

To support the development of fine motor skills in children, provide them with age-appropriate activities that encourage hand-eye coordination, finger strength, and dexterity. Engage them in activities such as drawing, coloring, cutting, threading beads, playing with building blocks, and engaging in arts and crafts.

Fine motor skill development can vary across different age groups as children progress through various stages of growth and development. Here's a general overview of fine motor skills based on age groups:

2.2.9 Running and walking:

As children grow, they develop the ability to walk and run with improved coordination and balance. They learn to use their legs, feet, and core muscles to propel themselves forward, maintain balance, and adjust their speed and direction.



Running and walking

2.2.10 Jumping and hopping:

Children develop the ability to jump off the ground with both feet and later progress to hopping on one foot. These movements require coordination, leg strength, and balance.

2.2.11 Balance and coordination:

Gross motor skills involve maintaining balance and coordination during activities like walking on a balance beam, riding a bike, or navigating an obstacle course. Children learn to adjust their body position, shift their weight, and stabilize themselves.

2.2.12 Climbing:

Climbing skills involve the coordination of both arms and legs to ascend ladders, playground structures, trees, or rock walls. Children develop strength, balance, and spatial awareness as they navigate climbing challenges.

2.2.13 Throwing and catching:

Gross motor skills include the ability to throw and catch objects with accuracy and coordination. Children learn to coordinate their arm movements, adjust their force, and track moving objects with their eyes.



Throwing and catching

2.2.14 Kicking and striking:

Gross motor skills involve kicking a ball, striking objects with a bat or racket, or performing other activities that require the use of large muscle groups in the legs or arms. These movements develop strength, coordination, and timing.

2.2.15 Sports activities:

Engaging in sports activities such as soccer, basketball, swimming, or gymnastics helps develop gross motor skills, strength, endurance, and coordination. These activities often involve running, jumping, throwing, and kicking.

Gross motor skill development follows a general progression as children grow and reach different age groups. Here's an overview of gross motor skills based on age:

2.3 Challenges of childrens' physical skills and physical fitness

To challenge the physical skills and abilities of children while promoting physical fitness, it's important to plan and provide practices that are engaging, age-appropriate, and varied. Here are some strategies to consider:

2.3.1 Obstacle courses:

Set up obstacle courses that require children to navigate through various physical challenges such as crawling under obstacles, climbing over structures, jumping through hoops, or balancing on beams. This promotes coordination, agility, and strength.



Obstacle courses

2.3.2 Team sports and games:

Introduce team sports and games that involve cooperation, competition, and strategic thinking. Sports like soccer, basketball, tag, or relay races encourage physical exertion, teamwork, and motor skill development.

2.3.3 Fitness challenges:

Create fitness challenges that children can work towards individually or in groups. This can include goals like improving endurance, increasing the number of repetitions of exercises, or achieving specific fitness milestones.

2.3.4 Outdoor adventures:

Plan outdoor activities such as hiking, nature walks, scavenger hunts, or orienteering. These activities provide opportunities for children to explore and challenge their physical abilities in a natural environment.

2.3.5 Adaptive activities:

Consider the individual abilities and needs of children by providing adaptive activities that accommodate a range of physical abilities. Modify activities or provide alternative options to ensure all children can participate and be challenged at their own level.

2.3.6 Encourage active play:

Promote unstructured active playtime where children can freely engage in physical activities that they enjoy, such as cycling, swimming, dancing, or playing on playgrounds. Active play allows children to practice and develop their physical skills in a self-directed manner.

2.4 The physical endeavors of children

To challenge the physical endeavors of children and promote their physical development, it's important to plan and provide diverse and engaging activities. Here are some ways to involve children and provide challenges in their physical endeavors:

- Sports leagues and competitions
- Skill-building workshops
- Adventure and outdoor activities
- Fitness challenges and programs
- Physical fitness assessments
- Leadership roles
- Skill progression and advancement
- Partner and group challenges
- Personalized challenges

2.4.1 Suitable clothing to weather conditions

Choosing suitable clothing for children based on weather conditions is essential to ensure their comfort, protection, and well-being. Here are some guidelines for selecting appropriate clothing for different weather conditions:

2.4.2 Hot weather:

Lightweight and breathable fabrics: Choose clothing made of lightweight and breathable materials such as cotton or linen to help keep children cool and allow air circulation.



Hot weather dress for baby

Loose-fitting clothes: Opt for loose-fitting garments that allow for airflow and prevent overheating.

2.4.3 Cold weather:

- **Layering:** Dress children in layers to provide insulation and allow for easy adjustment based on changing temperatures. Start with a moisture-wicking base layer, add a warm middle layer, and finish with an outer layer that protects against wind and moisture.
- **Insulation:** Look for clothing made of materials like fleece or wool that provide warmth and insulation.
- **Hats, gloves, and scarves:** Ensure children wear hats that cover their ears, gloves or mittens to keep their hands warm, and scarves or neck gaiters to protect their necks from cold drafts.



Cold weather dress for baby

- **Waterproof and wind-resistant outerwear:** Invest in jackets or coats that are waterproof and wind-resistant to protect children from rain, snow, and cold winds.
- **Warm footwear:** Provide children with insulated and waterproof boots to keep their feet warm and dry.

2.4.4 Rainy weather:

- **Waterproof clothing:** Choose raincoats or jackets made from waterproof materials to keep children dry during rain showers.
- **Waterproof footwear:** Invest in waterproof boots or shoes to protect their feet from getting wet.
- **Umbrellas and rain hats:** Use child-sized umbrellas and rain hats to provide additional protection from rain.

2.4.5 Mixed weather conditions:

- **Be prepared for changing conditions:** When the weather is unpredictable, layering is key. Dress children in layers that can be easily added or removed to adapt to changing temperatures.
- **Pack a light jacket or sweater:** Carry a lightweight jacket or sweater in case the weather becomes cooler or rain is expected.

2.5 Encouraging independence and physically active play

Arranging equipment in a way that promotes challenge, choice, independence, and physically active play can greatly enhance children's engagement and development. Here are some strategies to achieve this:

2.5.1 Varied equipment options:

Provide a variety of equipment that offers different levels of challenge and encourages children to engage in various physical activities. Include items such as balls, cones, jump ropes, balance beams, hula hoops, climbing structures, and riding toys.

2.5.2 Age-appropriate options:

Ensure that the equipment available is suitable for the age and developmental stage of the children using it. Younger children may benefit from equipment that focuses on balance and coordination, while older children may prefer more complex structures or equipment for team sports.

2.5.3 Accessibility and safety:

Make sure that the equipment is accessible and safe for children to use independently. Consider the height, size, and stability of equipment, and ensure that it is properly maintained and regularly inspected for any potential hazards.

2.5.4 Choice and autonomy:

Allow children to have a say in selecting the equipment or activities they want to engage in. Offer them options and let them make decisions about what they want to do and how they want to play. This fosters a sense of autonomy, independence, and ownership over their play experiences.

2.5.5 Safety guidelines and supervision:

Establish clear safety guidelines and rules for using the equipment, and ensure there is appropriate adult supervision to monitor children's play and provide guidance when needed.

2.6 Music and dance event

Planning events that incorporate music and dance can be a wonderful way to extend children's physical activity and promote their overall development.

Remember to consider the age and developmental stage of the children when planning these events, ensuring that the music, dance routines, and activities are appropriate and enjoyable for them. Encourage participation, create a positive and inclusive atmosphere, and celebrate the joy of music and dance as children engage in physical activity.



Self-Check Sheet - 2: Provide planned and spontaneous experiences to foster the physical development of children

Questionnaire:

1. What is fine motor skill? Give some examples.

Answer:

2. What is gross motor skill? Give some examples.

Answer:

3. What are the fine motor skills a child develops in birth to 1 year?

Answer:

4. What are the gross motor skills a child develops 1 to 3 years?

Answer:

5. How will you choose clothes for child?

Answer:

Answer Key - 2: Provide planned and spontaneous experiences to foster the physical development of children

1. What is fine motor skill? Give some examples.

Answer: Fine motor skills involve the coordination and control of small muscles in the hands and fingers, enabling children to perform tasks that require precision and dexterity. Developing fine motor skills is essential for various activities, such as writing, drawing, buttoning clothes, using utensils, and manipulating small objects

2. What is gross motor skill? Give some examples.

Answer: Gross motor skills involve the coordinated movement and control of large muscle groups in the body. These skills enable children to perform activities that involve whole-body movements, balance, coordination, and strength. For example: Running, walking, jumping and hopping, climbing etc.

3. What are the fine motor skills a child develops in birth to 1 year?

Answer: Infants (0-12 months):

- Grasping objects: Infants develop their ability to grasp objects using the whole hand, progressing from a reflexive grasp to a voluntary grasp.
- Reaching and swiping: Infants learn to reach for and swipe at objects within their reach.
- Hand-eye coordination: They start to coordinate their hand movements with their vision, exploring objects and bringing them to their mouth.

4. What are the gross motor skills a child develops in 1 to 3 years?

Answer: Toddlers (1-3 years):

- **Crawling and cruising:** Toddlers start crawling on their hands and knees, and then progress to cruising along furniture while holding on.
- **Walking:** They begin to take their first independent steps and gradually gain stability and coordination in walking.
- **Climbing:** Toddlers develop the ability to climb stairs with assistance and may start attempting to climb playground structures.

5. How will you choose clothes for child?

Answer: Choosing suitable clothing for children based on weather conditions is essential to ensure their comfort, protection, and well-being. Here are some guidelines for selecting appropriate clothing for different weather conditions:

1. Hot weather:

- **Lightweight and breathable fabrics:** Choose clothing made of lightweight and breathable materials such as cotton or linen to help keep children cool and allow air circulation.
- **Loose-fitting clothes:** Opt for loose-fitting garments that allow for airflow and prevent overheating.

2. Cold weather:

- **Layering:** Dress children in layers to provide insulation and allow for easy adjustment based on changing temperatures. Start with a moisture-wicking base layer, add a warm middle layer, and finish with an outer layer that protects against wind and moisture.
- **Insulation:** Look for clothing made of materials like fleece or wool that provide warmth and insulation.
- **Hats, gloves, and scarves:** Ensure children wear hats that cover their ears, gloves or mittens to keep their hands warm, and scarves or neck gaiters to protect their necks from cold drafts.
- **Waterproof and wind-resistant outerwear:** Invest in jackets or coats that are waterproof and wind-resistant to protect children from rain, snow, and cold winds.
- **Warm footwear:** Provide children with insulated and waterproof boots to keep their feet warm and dry.

3. Rainy weather:

- **Waterproof clothing:** Choose raincoats or jackets made from waterproof materials to keep children dry during rain showers.
- **Waterproof footwear:** Invest in waterproof boots or shoes to protect their feet from getting wet.
- **Umbrellas and rain hats:** Use child-sized umbrellas and rain hats to provide additional protection from rain.

4. Mixed weather conditions:

- **Be prepared for changing conditions:** When the weather is unpredictable, layering is key. Dress children in layers that can be easily added or removed to adapt to changing temperatures.
- **Pack a light jacket or sweater:** Carry a lightweight jacket or sweater in case the weather becomes cooler or rain is expected.

In all weather conditions, it's important to consider the comfort of children and choose clothing that allows for ease of movement. Also, ensure that the clothing is appropriate for the age and developmental stage of the child to promote their independence and safety.

Job Sheet-2.1: Arrange some sports and activities

Job Name: Arrange some sports and activities that promote and enhance the physical development of children through a combination of planned and spontaneous experiences that encourage active engagement, gross and fine motor skill development, and overall physical well-being.

Scenario: You are taking care of Mr. Rahim and he is suffering from some chronic diseases. He needs to administer medication according to his prescription regularly. Now prepare him for administering medication.

Time: 20 minutes

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from parents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Clean all the materials and supplies.
7. Organize structured physical activities.
8. Set up obstacle courses.
9. Provide manipulative activities.
10. Supervise the activities of the child
11. Submit your observation to the assessor.

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet – 2.1 Arrange some sports and activities

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Specific Instruction:

1. Plan a variety of activities
2. Consider the individual abilities, needs, and interests of the children when planning and implementing physical activities.
3. Appropriate monitoring and supervision during physical activities.
4. Regular safety checks of play areas and equipment to remove hazards.
5. Teach and enforce safety guidelines for equipment usage, personal space, and respectful behavior.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Hot water	1
2	Hot pack	1
3	Towel	1
4	Patient Bed	1
5	Trolley	1
6	Pillow with Cover, cover sheet for the patient	1

Required Materials:

1. Mats,
2. Cones,
3. Tunnels,
4. Balance beams,
5. Relay races,
6. Ball games,
7. Beads,
8. Stacking blocks,
9. Puzzles,
10. Playdough,
11. Scissor,
12. Paper

Learning Outcome 3: Create opportunities for children to develop a wide range of physical skills

Assessment Criteria	1. Opportunities are developed for physical activity within the context of the service 2. A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills 3. When children require specialist, assistance is identified and seek advice. 4. Opportunities are created to support emerging skills of individual children where necessary. 5. Children of both genders are encouraged to participate in the full range of activities. 6. Opportunities are provided for children to develop and learn new physical skills.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Privacy, safety and comfort 2 Opportunities to develop physical activity. 3 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills. 4 Identify child's requirement of specialist assistance. 5 Creat Opportunities to support emerging skills of individual children. 6 Encourage children of both genders to participate in the full range of activities. 7 Provide opportunities for children to develop and learn new physical skills.

Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 3: Create opportunities for children to develop a wide range of physical skills

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Create opportunities for children to develop a wide range of physical skills
2. Read the Information sheet/s	2. Information Sheet No:3 Create opportunities for children to develop a wide range of physical skills
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Create opportunities for children to develop a wide range of physical skills Answer key No. 3- Create opportunities for children to develop a wide range of physical skills
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:3.1: Create opportunities for children to develop a wide range of physical skills Specification Sheet: 3.1 Create opportunities for children to develop a wide range of physical skills

Information Sheet 3: Create opportunities for children to develop a wide range of physical skills

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Opportunities to develop physical activity.
- 3.2 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills.
- 3.3 Identify child's requirement of specialist assistance.
- 3.4 Create Opportunities to support emerging skills of individual children.
- 3.5 Encourage children of both genders to participate in the full range of activities.
- 3.6 Provide opportunities for children to develop and learn new physical skills.

3.1 Opportunities to develop physical activity

When it comes to developing opportunities for physical activity for children within the context of a service, there are several strategies that can be implemented. Here are some examples:



3.1.1 School Physical Education Programs:

Schools play a crucial role in promoting physical activity among children. They can develop comprehensive physical education programs that include a variety of activities, such as team sports, individual sports, dance, and gymnastics. These programs should focus on building fundamental movement skills, fostering a love for physical activity, and promoting lifelong participation in sports and exercise.

3.1.2 After-School Programs:

Services that cater to children, such as after-school programs or extracurricular clubs, can incorporate physical activity into their offerings. This can involve organizing sports teams, dance classes, martial arts sessions, or outdoor adventure activities. Providing structured and supervised activities encourages

children to be active while also promoting social interaction and skill development.

3.1.3 Recreational Facilities:

Community centers, recreation centers, and sports complexes can create child-friendly spaces where children can engage in physical activity. These facilities can have age-appropriate equipment, indoor and outdoor play areas, swimming pools, and sports courts. Offering memberships or affordable access to these facilities ensures that children have a safe and accessible environment to be active.

3.1.4 Health and Wellness Programs:

Services related to health and wellness, such as pediatric clinics or community health initiatives, can incorporate physical activity into their programs. They can educate parents and caregivers about the importance of physical activity for children's development and provide resources and guidance on age-appropriate activities. Additionally, they can organize workshops or classes that focus on promoting active lifestyles for families.

3.1.5 Collaborations with Sports Organizations:

Services can partner with local sports organizations or clubs to provide opportunities for children to participate in sports leagues, tournaments, or training programs. Collaborations like these create avenues for children to explore different sports, receive coaching, and develop their skills.

3.2 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills

To encourage the development of a wide range of fine and gross motor skills as well as fundamental movement skills, a variety of toys, materials, equipment, and spaces can be selected and provided. This ensures that children have diverse opportunities to engage in physical activities and explore different movements. Here are some examples:

3.2.1 Fine Motor Skills:

- **Manipulative toys:** Provide toys that require children to grasp, squeeze, stack, and manipulate objects, such as building blocks, puzzles, and sorting games.
- **Art supplies:** Offer materials like crayons, markers, scissors, and playdough that help develop hand-eye coordination, dexterity, and precision.
- **Writing tools:** Provide different types of pencils, markers, and chalk to promote fine motor control and pencil grip.

3.2.2 Gross Motor Skills:

- **Climbing structures:** Set up age-appropriate climbing frames, jungle gyms, or rock walls to encourage climbing, balancing, and coordination.
- **Balls and sports equipment:** Offer various sizes and types of balls, skipping ropes, hula hoops, and other sports equipment that promote coordination, throwing, catching, and kicking.
- **Outdoor play areas:** Design outdoor spaces with open areas for running, jumping, and playing games that encourage gross motor skills.

3.2.3 Fundamental Movement Skills:

- **Obstacle courses:** Create obstacle courses using tunnels, balance beams, cones, and stepping stones to develop agility, coordination, and spatial awareness.
- **Balance boards and bikes:** Provide balance boards, balance beams, and bikes to enhance balance and stability.
- **Skipping ropes and jumping games:** Encourage skipping, jumping, and hopping activities to develop rhythmic movements, coordination, and timing.

3.2.4 Sensory and Motor Integration:

- **Sensory materials:** Offer sensory bins filled with materials like sand, water, rice, or sensory dough, which engage multiple senses and help develop fine motor skills.
- **Musical instruments:** Provide musical instruments like drums, shakers, and xylophones to encourage coordination between hand movements and sound production.
- **Tactile exploration:** Include textures and materials with different tactile properties, such as soft fabrics, rough surfaces, or squishy objects, to stimulate sensory exploration and fine motor development.

3.3 Identify child's requirement of specialist assistance

When children require specialist assistance, it is important to identify their needs and seek advice from professionals who specialize in addressing those specific needs. This ensures that children receive the appropriate support and interventions to overcome any challenges they may be facing.



Observing child's development

Here are some key points regarding this process:

3.3.1 Observing and Assessing Children:

Caregivers, educators, and professionals involved with children should be attentive to their development and behavior. If there are concerns about a child's physical, cognitive, social, or emotional well-being, it is important to observe, document, and assess their abilities and challenges.

3.3.2 Consulting with Experts:

When concerns are identified, it is advisable to seek guidance from specialists who have expertise in the relevant area. This may include pediatricians, psychologists, speech therapists, occupational therapists, or other professionals depending on the specific needs of the child.

3.3.3 Collaborating with Parents and Caregivers:

Parents and caregivers play a crucial role in identifying and seeking assistance for their child's needs. Open communication and collaboration between professionals and families are essential for understanding the child's background, sharing observations, and making informed decisions regarding specialist assistance.

3.3.4 Individualized Support Plans:

Based on the assessments and advice from specialists, individualized support plans can be developed. These plans outline specific goals, strategies, and interventions tailored to address the child's needs. They may involve therapies, accommodations, modifications, or specialized educational programs, among other recommendations.

3.4 Create Opportunities to support emerging skills of individual children.

Opportunities are created to support the emerging skills of individual children where necessary. This means that when specific children require additional support or intervention to develop certain skills, tailored opportunities are provided to meet their unique needs. Here are a few key points related to creating such opportunities:

3.4.1 Individualized Assessment:

To identify the emerging skills of individual children, it is important to conduct individualized assessments. These assessments help identify the specific areas where children may require additional support or intervention.

3.4.2 Recognizing Unique Needs:

Each child has unique strengths, weaknesses, and learning styles. Opportunities for support should be created based on the specific needs and abilities of each child. This may involve adapting teaching methods, providing targeted resources or materials, or offering specialized interventions.

3.4.3 Personalized Learning Plans:

Based on the assessment results and identified needs, personalized learning plans can be developed for individual children. These plans outline specific goals, strategies, and interventions tailored to support and enhance their emerging skills.

3.4.4 Collaboration with Specialists and Experts:

Collaborating with specialists and experts, such as occupational therapists, speech therapists, or educational psychologists, can provide valuable insights and strategies for supporting the emerging skills of individual children.

3.5 Encourage children of both genders to participate in the full range of activities

Children of both genders are encouraged to participate in the full range of activities. By promoting inclusivity and breaking down gender stereotypes, children are given the freedom to explore diverse interests and develop their skills in various areas. Whether it's sports, arts, sciences, or other fields, all children are encouraged to pursue their passions without limitations based on gender.



Playing together

This fosters an environment of equality, empowerment, and self-discovery, where children can thrive and excel in any activity they choose. Embracing gender-neutral opportunities allows children to grow holistically, promotes diversity, and nurtures their individual talents and abilities.

3.6 Provide opportunities for children to develop and learn new physical skills

Opportunities are indeed provided for children to develop and learn new physical skills. This involves creating a supportive and enriching environment where children can engage in various activities that promote physical development.

Through play, structured exercises, and organized sports, children have the chance to enhance their coordination, balance, strength, and flexibility. They can learn fundamental movement skills like running, jumping, throwing, and catching.

Additionally, opportunities for skill-building may include activities like dancing, martial arts, and gymnastics, swimming, and team sports. By actively participating in these experiences, children can develop their physical abilities, improve their motor skills, and gain confidence in their physical capabilities.



Self-Check Sheet – 3.1: Create opportunities for children to develop a wide range of physical skills

Choose the correct answer from the options given below:

1. How can after-school programs incorporate physical activity for children?
 - a) By providing tutoring services
 - b) By organizing sports teams and dance classes
 - c) By offering cooking lessons
 - d) By focusing on art and crafts activities
2. Which of the following toys is suitable for developing fine motor skills in children?
 - a) Skipping rope
 - b) Building blocks
 - c) Balance board
 - d) Climbing frame
3. What type of equipment can be provided to promote gross motor skills?
 - a) Puzzle games
 - b) Art supplies
 - c) Musical instruments
 - d) Balance beams
4. Which activity is helpful for developing fundamental movement skills?
 - a) Playing with sensory bins
 - b) Drawing with crayons
 - c) Using skipping ropes
 - d) Sorting puzzles
5. When concerns about a child's development arise, it is important to:
 - a) Ignore the concerns and hope they go away on their own.
 - b) Seek advice from specialists who specialize in addressing specific needs.
 - c) Keep the concerns to yourself and avoid discussing them with anyone.
 - d) Wait for the child to outgrow the challenges without any intervention.

Answer Key - 3.1: Create opportunities for children to develop a wide range of physical skills

Choose the correct answer from the options given below:

1. How can after-school programs incorporate physical activity for children?
- a) By providing tutoring services
 - b) By organizing sports teams and dance classes
 - c) By offering cooking lessons
 - d) By focusing on art and crafts activities

Answer: b) By organizing sports teams and dance classes

2. Which of the following toys is suitable for developing fine motor skills in children?
- a) Skipping rope
 - b) Building blocks
 - c) Balance board
 - d) Climbing frame

Answer: b) Building blocks

3. What type of equipment can be provided to promote gross motor skills?
- a) Puzzle games
 - b) Art supplies
 - c) Musical instruments
 - d) Balance beams

Answer: d) Balance beams

4. Which activity is helpful for developing fundamental movement skills?
- a) Playing with sensory bins
 - b) Drawing with crayons
 - c) Using skipping ropes
 - d) Sorting puzzles

Answer: c) Using skipping ropes

5. When concerns about a child's development arise, it is important to:
- a) Ignore the concerns and hope they go away on their own.
 - b) Seek advice from specialists who specialize in addressing specific needs.
 - c) Keep the concerns to yourself and avoid discussing them with anyone.
 - d) Wait for the child to outgrow the challenges without any intervention.

Answer: b) Seek advice from specialists who specialize in addressing specific needs.

Job Sheet-3.1: Identify Child's Requirements of Specialist Assistance

Scenario: You are taking care of Mr. Rahim and he is suffering from some chronic diseases. He needs to administer medication according to his prescription regularly. Now assist him for administering medication.

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from patrents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Clean all the materials and supplies.
7. Know the developmental history of the child
8. Collect information from parents, caregivers, and other professionals involved in the child's care.
9. Observe and document the child's behavior, interactions, and developmental milestones.
10. Coordinate with other professionals, such as teachers, therapists, or medical practitioners, who may have insights into the child's needs.
11. Evaluate whether the child's needs extend beyond the capabilities of the current support system and require specialized intervention.
12. Identify appropriate specialists or professionals who have expertise in the specific areas of concern.
13. Make referrals to the identified specialists, sharing relevant observations, assessment results, and concerns to facilitate a comprehensive evaluation.
14. Submit your findings to assessor

Specification Sheet -3.1 Identify Child's Requirements of Specialist Assistance

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Specific Instruction:

1. Observation and Assessment:
2. Frequency: Conduct regular and ongoing observations to track the child's behavior, interactions, and developmental milestones.
3. Documentation: Maintain detailed records of observations, including dates, descriptions, and any notable observations or concerns.
4. Assessment Tools: Utilize appropriate assessment tools and standardized measures to gather comprehensive information about the child's strengths, challenges, and specific areas of concern.
5. Confidentiality: Adhere to strict confidentiality protocols when handling sensitive information, ensuring the privacy and confidentiality of the child and their family.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Medication Box	1
2	Prescription	1
3	Waste Disposal Box	1
4	Medication Tray	1
5	Water Mug/glass	1

Required Materials:

1. Pen
2. Paper
3. Checklist
4. Record Chart

Learning Outcome 4: Interact with the child to foster skill development

Assessment Criteria	1. A variety of strategies are used to encourage children's physical skills and development. 2. Positive acknowledgement of children's efforts to participate is provided. 3. Children are encouraged to express ideas for physical experiences. 4. Physical activity and active play are encouraged whilst respecting each child's level of ability and participation 5. Children's confidence and safety awareness are encouraged when participating in physically active play
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Use a variety of strategies to encourage children's physical skills and development. 2 Provide positive acknowledgement of children's efforts to participate. 3 Encourage children to express ideas for physical experiences. 4 Encourage physical activity and active play whilst respecting each child's level of ability and participation 5 Encouraged children's confidence and safety awareness when participating in physically active play
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 4: Interact with the child to foster skill development

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Interact with the child to foster skill development
2. Read the Information sheet/s	2. Information Sheet No:4 Interact with the child to foster skill development
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 4.1- Interact with the child to foster skill development Answer key No. 4,1- Interact with the child to foster skill development
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:4.1: Interact with the child to foster skill development Specification Sheet: 4.1 Interact with the child to foster skill development

Information Sheet 4: Interact with the child to foster skill development

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Use a variety of strategies to encourage children's physical skills and development.
- 4.2 Provide positive acknowledgement of children's efforts to participate.
- 4.3 Encourage children to express ideas for physical experiences.
- 4.4 Encourage physical activity and active play whilst respecting each child's level of ability and participation
- 4.5 Encourage children's confidence and safety awareness when participating in physically active play.

4.1 Use a variety of strategies to encourage children's physical skills and development

To encourage children's physical skills and development, a variety of strategies can be employed. Here are some effective approaches:



4.1.1 Active Play:

Encourage children to engage in active play, such as running, jumping, climbing, and skipping. Provide ample space and opportunities for them to move and explore their physical abilities.

4.1.2 Age-Appropriate Equipment:

Offer age-appropriate toys, equipment, and tools that promote physical development. This can include balls, balance boards, tricycles, tunnels, and building blocks.

4.1.3 Outdoor Exploration:

Foster outdoor exploration to stimulate physical activity. Nature walks, scavenger hunts, and nature-inspired games encourage movement, enhance sensory experiences, and boost gross motor skills.

4.1.4 Sports and Group Activities:

Encourage participation in team sports or group activities that develop specific physical skills, such as soccer, basketball, swimming, or martial arts. These activities enhance coordination, cooperation, and overall fitness.

4.1.5 Model and Demonstrate:

Be a positive role model by actively participating in physical activities alongside children. Demonstrate proper techniques and encourage them to imitate and practice the movements.

4.1.6 Positive Reinforcement:

Provide praise and positive reinforcement to motivate children and build their self-confidence as they develop new physical skills. Acknowledge their efforts and progress, fostering a growth mindset.

4.1.7 Individualized Support:

Recognize and address the unique needs and abilities of each child. Offer individualized support and modifications to activities, ensuring that all children can participate and progress at their own pace.

4.2 Provide positive acknowledgement of children's efforts to participate

Providing positive acknowledgement of children's efforts to participate is an essential aspect of supporting their engagement and motivation. Recognizing and appreciating their involvement not only boosts their self-esteem but also reinforces their desire to continue participating. Here are some key points related to this topic:

4.2.1 Verbal Encouragement:

Use words of praise and encouragement to acknowledge children's efforts. Let them know that their participation is valued and appreciated.

4.2.2 Specific Feedback:

Offer specific feedback that highlights the particular actions or behaviors you observed. For example, you can say, "Great job running fast during the race!" or "I noticed how well you listened and followed the instructions."

4.2.3 Non-Verbal Cues:

Utilize non-verbal cues such as smiles, thumbs up, or high-fives to show your approval and support. Non-verbal gestures can be powerful tools for reinforcing positive behavior.

4.2.4 Individual Recognition:

Provide individual recognition to each child, focusing on their unique contributions and improvements. This helps build a sense of accomplishment and motivation.

4.2.5 Group Acknowledgement:

Celebrate children's participation collectively to foster a supportive and inclusive atmosphere. Recognize the group's efforts, emphasizing teamwork and collaboration.

4.2.6 Displaying Achievements:

Showcase children's achievements, such as displaying their artwork or certificates of participation. This visual representation reinforces their accomplishments and encourages further engagement.

4.3 Encourage children to express ideas for physical experiences

Encouraging children to express their ideas for physical experiences empowers them to take an active role in their own learning and development. It allows them to explore their interests and preferences, fostering a sense of ownership and engagement. Here are some key points related to this topic:

4.3.1 Open Communication:

Create an open and welcoming environment where children feel comfortable expressing their ideas and opinions. Encourage them to share their thoughts on the types of physical experiences they would like to engage in.

4.3.2 Active Listening:

Actively listen to children when they express their ideas. Show genuine interest and attentiveness, valuing their input. This helps them feel heard and respected.

4.3.3 Reflective Questions:

Prompt children with open-ended questions that encourage them to think and articulate their ideas further. For example, ask, "What physical activities do you enjoy the most?" or "How would you like to challenge yourself physically?"

4.3.4 Choice and Autonomy:

Offer opportunities for children to make choices regarding their physical experiences. Provide options or suggestions, and allow them to decide which activities they would like to try or explore.

4.4 Encourage physical activity and active play whilst respecting each child's level of ability and participation

Encouraging physical activity and active play while respecting each child's level of ability and participation is crucial for creating an inclusive and supportive environment. Here are some key points related to this topic:

4.4.1 Individualized Approach:

Recognize that each child has unique abilities and levels of participation. Adapt activities and provide options that cater to their individual needs, ensuring they feel comfortable and included.

4.4.2 Inclusive Environment:

Foster an inclusive environment where children of all abilities are welcome and valued. Emphasize the importance of acceptance, empathy, and teamwork.

4.4.3 Differentiated Activities:

Offer a range of activities that accommodate different skill levels and abilities. Provide options for modified movements or variations that allow children to participate at their own pace and comfort level.

4.4.4 Positive Reinforcement:

Focus on effort and improvement rather than solely on outcomes. Provide positive reinforcement and feedback to motivate and build confidence in each child's physical abilities.

4.4.5 Safety Measures:

Ensure a safe environment for physical activity by implementing appropriate safety measures and supervision. Provide necessary equipment and ensure proper instruction on how to use it.

4.4.6 Variety of Activities:

Offer a variety of physical activities to cater to different interests and abilities. This allows children to explore and discover activities that they enjoy and feel confident engaging in.

4.4.7 Respect and Sensitivity:

Respect each child's boundaries and comfort level. Be sensitive to their individual needs and preferences, creating an atmosphere of trust and understanding.

4.4.8 Continuous Learning:

Regularly assess and adapt activities based on children's progress and feedback. Continuously seek opportunities to enhance and diversify the physical activities provided.

4.5 Encouraged children's confidence and safety awareness when participating in physically active play

Encouraging children's confidence and safety awareness when participating in physically active play is essential for their overall well-being and development. Here are some key points related to this topic:

4.5.1 Positive Reinforcement:

Provide positive feedback and praise to boost children's confidence when engaging in physically active play. Acknowledge their efforts, progress, and achievements to build their self-esteem.

4.5.2 Supportive Environment:

Create a safe and supportive environment where children feel comfortable taking risks and exploring new physical challenges. Encourage them to step out of their comfort zone while ensuring their physical and emotional safety.

4.5.3 Skill Building:

Break down complex skills into smaller, achievable steps, allowing children to build their skills progressively. Provide guidance, demonstrations, and practice opportunities to enhance their confidence in performing physical movements and activities.

4.5.4 Risk Assessment and Safety Guidelines:

Teach children about safety measures and rules for different physical activities. Help them develop an understanding of potential risks and how to mitigate them, promoting safety awareness and responsible decision-making.

4.5.5 Active Supervision:

Ensure adequate adult supervision during physically active play to monitor children's safety, intervene when necessary, and provide guidance when needed. Supervisors should be attentive, knowledgeable, and responsive to children's needs.

4.5.6 Equipment and Environment Safety:

Regularly inspect and maintain play equipment to ensure safety standards are met. Create a safe and well-maintained play environment, free from hazards that may cause accidents or injuries.

Self-Check Sheet - 4.1: Interact with the child to foster skill development

Questionnaire:

1. What strategies will you apply to to encourage children's physical skills and development?

Answer:

2 How will you Provide positive acknowledgement of children's efforts to participate?

Answer:

3 What is the benefit of creating an inclusive environment for physical activity?

Answer:

4 True/False: Encouraging children's confidence and safety awareness during physically active play helps boost their self-esteem.

5 True/False: Creating a safe and supportive environment for physically active play is not necessary as it limits children's exploration.

Answer Key -4.1: Interact with the child to foster skill development

1 What strategies will you apply to to encourage children's physical skills and development?

Answer: To encourage children's physical skills and development, a variety of strategies can be employed. Here are some effective approaches:

- Active Play
- Age-Appropriate Equipment
- Outdoor Exploration
- Sports and Group Activities
- Model and Demonstrate
- Positive Reinforcement
- Individualized Support

By utilizing a variety of strategies, children can be motivated, supported, and guided in developing their physical skills. Remember to create a safe and inclusive environment that encourages exploration, growth, and enjoyment of physical activities.

2 How will you Provide positive acknowledgement of children's efforts to participate?

Answer: Providing positive acknowledgement of children's efforts to participate is an essential aspect of supporting their engagement and motivation. Recognizing and appreciating their involvement not only boosts their self-esteem but also reinforces their desire to continue participating. Here are some key points related to this topic:

- Verbal Encouragement
- Specific Feedback
- Non-Verbal Cues
- Individual Recognition
- Group Acknowledgement
- Displaying Achievements

Remember, positive acknowledgement is a powerful tool for motivating children and nurturing their self-confidence. By recognizing their efforts to participate, you create an environment that values their involvement and encourages their continued engagement in various activities.

3 What is the benefit of creating an inclusive environment for physical activity?

Answer: Creating an inclusive environment for physical activity ensures that children of all abilities feel welcomed and valued. It promotes a sense of belonging and encourages positive interactions and mutual respect among participants.

True/False: Encouraging children's confidence and safety awareness during physically active play helps boost their self-esteem.

True

True/False: Creating a safe and supportive environment for physically active play is not necessary as it limits children's exploration.

False

Job Sheet-4.1: Provide record and report of the client

Objectives: The objectives of this job are to provide a comprehensive record and report of the client in accordance with the client's requirements and organizational standards.

Working procedure:

1. Schedule an initial meeting with the client to discuss their specific requirements and expectations regarding the record and report.
2. Gather all necessary information about the client's needs and preferences.
3. Identify and collect all relevant data and information related to the client. This may include personal details, financial records, transaction history, and any other pertinent data.
4. Organize the collected data into a structured format for easy access and reference.
5. Ensure that the data is securely stored and protected in accordance with data privacy regulations.
6. Review and analyze the collected data to identify key insights or trends.
7. Evaluate the data for accuracy and completeness.
8. Prepare report
9. Share the report with the client for their review.
10. Encourage the client to provide feedback and address any questions or concerns.
11. Make any necessary revisions based on client feedback.
12. Prepare the final version of the report.
13. Maintain a record of all interactions, communications, and documents related to the client's record and report.
14. Close the job by updating the job sheet with completion details.
15. Archive all relevant documents and data for future reference.

Specification Sheet-4.1: Provide record and report of the client

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Required Materials:

1. Pen
2. Paper
3. Checklist
4. Record Chart

Review of Competency

Below is yourself assessment rating for module **Foster Physical Development of Children**

Assessment of performance Criteria	Yes	No
Children are provided with tools and equipment based on physical development need		
Children are given exercise or activities based on needs		
Identify and monitor children's physical skills and development		
Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills.		
Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness.		
Involvements are planned and provided to challenge the physical endeavors of children.		
Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play.		
Events are planned that extend children's physical activity through music and dance		
Opportunities are developed for physical activity within the context of the service		
A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills		
When children require specialist assistance is identified and seek advice.		
Opportunities are created to support emerging skills of individual children where necessary		
Children of both genders are encouraged to participate in the full range of activities.		
Opportunities are provided for children to develop and learn new physical skills.		
A variety of strategies are used to encourage children's physical skills and development. Positive acknowledgement of children's efforts to participate is provided.		
Children are encouraged to express ideas for physical experiences.		
Physical activity and active play are encouraged whilst respecting each child's level of ability and participation		
Children's confidence and safety awareness are encouraged when participating in physically active play		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Foster Physical Development of Children**’ (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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Module Content

Unit Title: Manage Children with Special Needs

Unit Code: OU-IS-CITC-05-L3-V1

Module Title: Managing Children with Special Needs

Module Description: This module covers the knowledge, skills and attitudes required in managing children with special needs. It specifically includes identifying autism spectrum disorder (ASD) in a child, assisting child for ASD Management, and treatment of ASD.

Nominal Duration: 40 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Identify autism spectrum disorder (ASD) in a child
2. Assist child for ASD management
3. Assist child with treatment of ASD

Assessment Criteria:

1. Autism spectrum disorder and its types are defined
2. Sign and symptom of autism spectrum disorder are recognized
3. Causes of autism spectrum disorder are explained
4. Risk Factors of autism spectrum disorder are interpreted
5. Symptoms of ASD in child are identified
6. Educational intervention is applied.
7. Medical management is provided.
8. Family is involved in support to children.
9. Appropriate diet chart is followed.
10. Safety measures are ensured.
11. Applied behavioral analysis (ABS) is performed.
12. Child is assisted with occupational therapy as prescribed.
13. Child is assisted with speech therapy as prescribed.
14. Child is assisted with physical therapy as prescribed.
15. Child is assisted with pharmacological therapy as prescribed.
16. Awareness of ASD is disseminated to family, friend and society.

Learning Outcome 1: Identify Autism Spectrum Disorder (ASD) in a Child

Assessment Criteria	1. Autism spectrum disorder and its types are defined 2. Sign and symptom of autism spectrum disorder are recognized 3. Causes of autism spectrum disorder are explained 4. Risk Factors of autism spectrum disorder are interpreted 5. Symptoms of ASD in child are identified
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1. Autism spectrum disorder and its types 2. Sign and symptom of autism spectrum disorder 3. Causes of autism spectrum disorder 4. Risk Factors of autism spectrum disorder 5. Symptoms of ASD in child
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 1: Identify Autism Spectrum Disorder (ASD) in a Child

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about identify autism spectrum disorder (ASD) in a child	1. Instructor will provide the learning materials of identify autism spectrum disorder (ASD) in a child
2. Read the Information sheet/s	2. Information Sheet No:1 identify autism spectrum disorder (ASD) in a child
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- identify autism spectrum disorder (ASD) in a child Answer key No. 1- identify autism spectrum disorder (ASD) in a child
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:1.1: Identify Potential Signs of Autism Spectrum Disorder (ASD) in a Child

Information Sheet 1: Identify Autism Spectrum Disorder (ASD) in a Child

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Autism spectrum disorder and its types
- 1.2 Sign and symptom of autism spectrum disorder
- 1.3 Causes of autism spectrum disorder
- 1.4 Risk Factors of autism spectrum disorder
- 1.5 Symptoms of ASD in child

1.1 Autism spectrum disorder and its types

Autism spectrum disorder (ASD) is a neuro-developmental disease typically diagnosed during childhood. The former name of ASD is autism, and many people still use the term. But ASD includes several conditions within the spectrum. ASD changes the way your child interacts and communicates. There's no cure for autism, but the symptoms may lessen over time.

Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms general.

Example that illustrates Autism Spectrum Disorder (ASD):

Meet Zahed, a bright and energetic 6-year-old. While he's incredibly gifted when it comes to drawing intricate patterns and has an exceptional memory for facts, he also faces unique challenges. Zahed struggles with maintaining eye contact when talking to others and often prefers to play alone, engrossed in his own world of imagination.

At school, his teacher notices that Zahed occasionally has difficulty following verbal instructions and can become overwhelmed by the sensory stimuli in a bustling classroom. His classmates sometimes find it challenging to understand his nonverbal cues, like when he flaps his hands with excitement.

Zahed's parents consult with a developmental specialist who diagnoses him with Autism Spectrum Disorder. With early intervention and targeted therapies, Zahed's parents and teachers work together to help him improve his communication skills, manage sensory sensitivities, and develop social connections. Over time, Zahed makes progress and learns to navigate his unique world while sharing his incredible talents with those around him.

Types of Autism Spectrum Disorder (ASD):

- There are 5 types of ASD which include
- Asperger's syndrome
- Rett syndrome
- Childhood disintegrative disorder
- Kanner's syndrome
- Pervasive developmental disorder – not otherwise specified.

1.1.1 Asperger's Syndrome

Although the term Asperger's syndrome was quite common before 2013, the term is actually no longer used by medical professionals. It has since been reclassified as level 1 autism spectrum disorder by the DSM-5 diagnostic manual. Still, Asperger's syndrome may be used informally-in fact, autism communities use it more often than level 1 spectrum disorder.

A child with level 1 spectrum disorder will have above average intelligence and strong verbal skills but will experience challenges with social communication. In general, a child with level 1 autism spectrum disorder will display the following symptoms:

- Inflexibility in thought and behavior
- Challenges in switching between activities
- Executive functioning problems
- Flat monotone speech, the inability to express feelings in their speech, or change their pitch to fit their immediate environment
- Difficulty interacting with peers at school or home

1.1.2 Rett Syndrome

Rett syndrome is a rare neurodevelopmental disorder that is noticed in infancy. The disorder mostly affects girls, although it can still be diagnosed in boys. Rett syndrome presents challenges that affect almost every aspect of a child's life. The good thing is your child can still enjoy and live a fulfilling life with the proper care. You can have family time together and provide support to allow the child to do what they enjoy.

Common symptoms of Rett syndrome include:

- Loss of standard movement and coordination
- Challenges with communication and speech
- Breathing difficulties in some cases

1.1.3 Childhood Disintegrative Disorder (CDD)

Childhood disintegrative disorder (CDD), also known as Heller's syndrome or disintegrative psychosis, is a neurodevelopmental disorder defined by delayed onset of developmental problems in language, motor skills, or social function. A child experiences normal development in these areas only to hit a snag after age three and up to age 10. The developmental loss can be very heartbreaking for parents who had no idea their child had autism challenges all along.

The cause of CDD is unknown though researchers link it to the neurobiology of the brain. Childhood disintegrative disorder is more common in boys. Out of every 10 cases of the disorder, nine will be boys, and only one will be a girl.

In CDD, the child will have normal development up to the time when the disorder starts, and regressions suddenly start to occur in more than two developmental aspects of their life. The child may lose any of the following skills and abilities:

- Toileting skills if they had already been established
- Acquired language or vocabularies
- Social skills and adaptive behaviors
- Some motor skills

1.1.4 Kanner's Syndrome

Kanner's syndrome was discovered by psychiatrist Leo Kanner of John Hopkins University in 1943 when he characterized it as infantile autism. Doctors also describe the condition as a classic autistic disorder. Children with Kanner's syndrome will appear attractive, alert, and intelligent with underlying characteristics of the disorder such as:

- Lack of emotional attachment with others
- Communication and interaction challenges
- Uncontrolled speech
- Obsession with handling objects
- A high degree of rote memory and visuospatial skills with major difficulties learning in other areas.

1.1.5 Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)

Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS) is a mild type of autism that presents a range of symptoms. The most common symptoms are challenges in social and language development.

Your child may experience delays in language development, walking, and other motor skills. You can identify this type of autism by observing the child and noting what area the child displays a deficit in, such as interacting with others. PDD-NOS is sometimes referred to as “subthreshold autism,” as it is a term used to describe an individual that has some but not all symptoms of autism.

1.2 Sign and symptom of autism spectrum disorder

The signs of autism can vary from child to child, but some common symptoms may indicate that your child has autism. Here are some of the early signs to look out for:

Category	Signs and Symptoms
Social Interaction and Communication	▪ Limited eye contact ▪ Difficulty with social interactions ▪ Delayed speech development ▪ Echolalia (repetition of words or phrases) ▪ Lack of nonverbal communication (gestures, facial expressions) ▪ Limited interest in others
Repetitive Behaviors and restricted interests	▪ Repetitive movements (e.g., hand-flapping, rocking) ▪ Intense and narrow interests ▪ Routines and rituals ▪ Resistance to changes in routines or environments
Sensory Sensitivities	▪ Strong reactions to sensory stimuli (e.g., loud noises, bright lights) ▪ Seeking or avoiding sensory input ▪ Unusual sensitivity to certain textures or smells
Social and Emotional Challenges	▪ Difficulty recognizing and understanding emotions ▪ Limited empathy ▪ Challenges with forming and maintaining relationships
Unusual motor skills	▪ Unusual gait or movement patterns ▪ Fine motor coordination difficulties (e.g., using utensils)
Language and communication challenges	▪ Repetitive speech or phrases ▪ Difficulty with abstract language (idioms, sarcasm) ▪ Monotone or unusual speech patterns

1.2.1 Difficulty with social interactions:

Children with autism may have trouble making eye contact, responding to their names, or showing interest in others.



1.2.2 Delayed speech and language skills:

Children with autism may have delayed speech and language skills, or they may not speak at all.



1.2.3 Repetitive behaviors:

Children with autism may engage in repetitive behaviors such as rocking, hand flapping, or spinning.



1.2.4 Facing problems in the change daily routine:

Children with autism may become upset or anxious when there is a change in daily charts, routine, schedule or environment.



1.2.5 Sensory issues:

Children with autism may be overly sensitive or under-sensitive to certain stimuli such as sounds, textures, or lights.



1.2.6 Lack of concentration:

Unable to concentrate any conversation, task or situation like eating, playing or gossiping.



1.2.7 Lack of eye contact:

Lack of eye contact is a common symptom of Autism Spectrum-Disorder. People with ASD may avoid or have difficulty making eye contact with others, which can affect their ability to communicate and to engage socially.



1.2.8 Difficulty with communication:

Individuals with ASD may have difficulty with verbal and nonverbal communication. They may speak in a robotic manner, have difficulty understanding sarcasm or figurative language, or have a limited vocabulary.



1.2.9 Miss matched expression, movement, gesture etc.:

"Mismatched expression, movement, or gesture" generally refers to situations where a person's verbal or non-verbal communication does not match the intended message or emotion.



1.2.10 Abnormal social behavior:

Children with autism usually have abnormal social behavior. They have difficulty to initiate or to maintain conversation, lack of interest in social interaction, difficulty with social cues and nonverbal communication.



1.3 Causes of autism spectrum disorder

There are different causes of autism spectrum disorder, but it is difficult to identify specifically the exact cause of ASD. The main causes are as follows-

- **Family history:** Family history is considered a significant risk factor for the development of autism spectrum disorder (ASD). Studies have shown that having a family member with ASD increases the likelihood of an individual developing the disorder.
- **Genetic factor:** There is evidence to suggest that certain genes or combinations of genes may increase the risk of developing ASD.
- **Low birth weight:** Low birth weight has been defined by WHO as weight at birth of <2500 grams (5.5 pounds)
- **Environmental factors:** Environmental factors such as prenatal exposure to toxins, viral infections, and maternal stress have been suggested to contribute to the development of ASD.
- **Viral infection:** A history of viral infection refers to a past occurrence of a viral infection, such as the flu, herpes, rubella, or cytomegalovirus. Research has suggested that some viral infections during pregnancy or early childhood may increase the risk of developing Autism Spectrum-Disorder (ASD).
- **And being born to older parents:** Previous records say being born to older parents has a chance to develop Autism.
- **Trauma at brain:** Any trauma to brain during forceful delivery can cause autism as this accident damages the cells of the mature brain.

1.4 Risk Factors of autism spectrum disorder

Autism Spectrum Disorder (ASD) is a complex condition with a combination of genetic, environmental, and neurological factors contributing to its development. While the exact causes of ASD are not fully understood, several risk factors have been identified through research. It's important to note that having one or more of these risk factors does not guarantee that an individual will develop ASD. Risk factors for ASD include:

- **Gender:** Boys are about four times more likely to develop autism spectrum disorder than girls are. So, gender is one of the major risk factors of ASD.
- **Family history:** Families who have one child with autism spectrum disorder have an increased risk of having another child with the disorder.
- **Extremely preterm/premature babies:** Your baby is born at or before 28 weeks of pregnancy. Some of the health problems related to premature birth can last a lifetime. Preterm is defined as babies born alive before 37 weeks of pregnancy are completed.
- **Higher Parents' ages:** If children are born to older parents there will be a slightly increased risk for developing ASD.

1.5 Symptoms of ASD in child

- Difficulty or absence of eye contact
- Can't tell his/her name at the age of 9 months
- Lack of facial expressions like happy, sad, angry, and surprised by 9 months of age
- No interest in interactive games by 12 months of age
- Very few or no gestures by 12 months of age (for example, does not wave goodbye)
- No interest to share anything with others by 15 months of age (for example, shows you an object that they like)
- Does not point to show you something interesting by 18 months of age
- No complaint if anybody hurts by 24 months of age
- No attachment in play by 36 months of age
- Does not pretend to be something else, like a teacher or superhero, during play by 48 months of age.
- No interest in singing song, in dance or act for you by 60 months of age.

Examples:

Meet Emily, a delightful 3-year-old with a bright smile and a curious spirit. Emily's parents have noticed some unique behaviors and developmental differences in her compared to her peers:

- **Limited Eye Contact:** When interacting with others, Emily tends to avoid making direct eye contact. Instead, she often gazes at objects or focuses on their mouths while they speak.
- **Delayed Speech Development:** Emily hasn't started speaking as many words as other children her age. She communicates her needs through gestures and pointing, but full sentences are rare.
- **Repetitive Behaviors:** Emily frequently flaps her hands with excitement when watching her favorite cartoons. She also lines up her toys meticulously and becomes upset if someone disrupts the order.
- **Sensory Sensitivities:** Emily appears hypersensitive to certain textures. She refuses to wear clothing with tags and becomes distressed in noisy environments.
- **Limited Social Interaction:** Emily enjoys playing alone with her toys and doesn't seek out playmates. When around other children, she doesn't engage in interactive games or respond to their attempts to play.

Self-Check Sheet - 1: Identify Autism Spectrum Disorder (ASD) in a Child

Questionnaire:

1. What do you mean by child with special needs?

Answer:

2. Service needed for child with special need?

Answer:

3. What is ASD?

Answer:

4. Who is the autistic baby?

Answer:

5. Types of ASD?

Answer:

6. Describe about Asperger's Syndrome?

Answer:

Answer Key - 1: Identify Autism Spectrum Disorder (ASD) in a Child

1. What do you mean by child with special needs?

Answer: Those who have or are at risk for a chronic physical, developmental, behavioral, or emotional condition beyond needs generally required by children (U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, 2008) Children who have a terminal illness, or are otherwise dying.

2. Service needed for child with special need?

Answer:

- Prescription medication
- Medical care
- Mental health and education services
- Physical, occupational, or speech therapy
- Treatment for emotional, developmental, or behavioral problems
- Financial assistance
- Family support

3. What is ASD?

Answer: Autism spectrum disorder is a condition related to brain development that impacts how a person perceives and socializes with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behavior.

4. Who is the autistic baby?

Answer: The baby who suffers from autism spectrum disorder (ASD) is called autistic baby.

5. Types of ASD?

Answer:

- There are 5 types of ASD which include
- Asperger's syndrome
- Rett syndrome
- Childhood disintegrative disorder
- Kanner's syndrome
- Pervasive developmental disorder – not otherwise specified.

6. Describe about Asperger's Syndrome?

Answer: Although the term Asperger's syndrome was quite common before 2013, the term is actually no longer used by medical professionals. It has since been reclassified as level 1 autism spectrum disorder by the DSM-5 diagnostic manual. Still, Asperger's syndrome may be used informally-in fact, autism communities use it more often than level 1 spectrum disorder.

Task Sheet-1.1 Identify Potential Signs of Autism Spectrum Disorder (ASD) in a Child

Objectives: This task involves recognizing, assessing, and providing appropriate guidance for a child with potential autism disorder (ASD).

Working Procedure:

1. Listen to parents to understand their observations and concerns.
2. Note any delays in speech, social interactions, or unusual behaviors exhibited by the child.
3. Record specific examples of behaviors such as repetitive actions, sensitivity to sensory stimuli, and difficulties in communication.

Note: This task sheet outlines the steps involved in recognizing, assessing, and providing guidance for a child with potential autism spectrum disorder (ASD). Through careful observation, screening, assessment, and collaboration with professionals, the objective is to ensure early intervention and tailored support for the child's developmental needs.

Learning Outcome 2: Assist Child for ASD Management

Assessment Criteria	1. Educational intervention is applied. 2. Medical management is provided. 3. Family is involved in support to children. 4. Appropriate diet chart is followed. 5. Safety measures are ensured.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1 Educational intervention 2 Medical management 3 Appropriate diet chart 4 Safety measures
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 2: Assist Child for ASD Management

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist child for ASD management	1. Instructor will provide the learning materials of assist child for ASD management
2. Read the Information sheet/s	2. Information Sheet No:2 Assist child for ASD management
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2- Assist child for ASD management Answer key No. 2- Assist child for ASD management
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:2.1: Manage ASD in a Child

Information Sheet 2: Assist Child for ASD Management

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Educational intervention
- 2.2 Medical management
- 2.3 Family Involvement
- 2.4 Appropriate diet chart
- 2.5 Safety measures

2.1 Educational intervention

A comprehensive educational intervention is essential to provide fruitful support to the child with autism spectrum disorder (ASD). Child with autism may have various health related needs, an intellectual delay or may be non-verbal as well. If He or She attends to any school either to public school or special school, He or She requires the service of a functional class room where all the teaching facilities for the special child is available.

From all the educational areas mentioned below a child with autism can take learning-

- a) **Main stream school-** a regular school where there is special instructor and who gives extra teaching support.
- b) **Special school-** a school for children with special educational needs.
- c) **Residential school-** where special child stays overnight and gets assistance with peer relationship.
- d) **Homeschooling-** mother plays here an important role to provide overall supports. Mother may learn educational intervention technique and can apply at home for the development of the child's skills.
- e) **Home and school combination-** A child with autism can have skills developing learning both from home and school.
- f) **Individualized Education Program (IEP)-**One of the best educational interventions for autism is the “**Individualized Education Program (IEP)**” as this education program is tailored to the individual student to provide the maximum benefit. Individual program is a program that is appropriate for one child with autism may not be appropriate for another. It is one to one education program which is very effective.

Wherever the child with autism goes additional support with reading, writing or math skills and support with alternative communication methods, toileting skills, feeding skills etc. would be needed.

2.2 Medical management

Medical management for child with autism spectrum disorder (ASD) involves the use of medications to treat some of the symptoms associated with the condition.

Mentionable that, there is no medicine or tools of medication that can cure the autism spectrum disorder (ASD). But a symptomatic treatment can be applied for this Neuro-Developmental disorder like ASD. Symptoms like convulsion, anxiety, hypersensitivity/hyperactivity, aggression can be managed by medication.

First involvement for the child with autism is family members. Then friends, neighbors, teachers, caregivers, therapists are the parts of his/her companionship. All the family members have the role to accompany the special child as only mother or father may feel bored to foster the child.

Families of children with ASD may benefit from support and education on how to best support their child's development and well-being. This may include support groups, counseling, or other types of support.

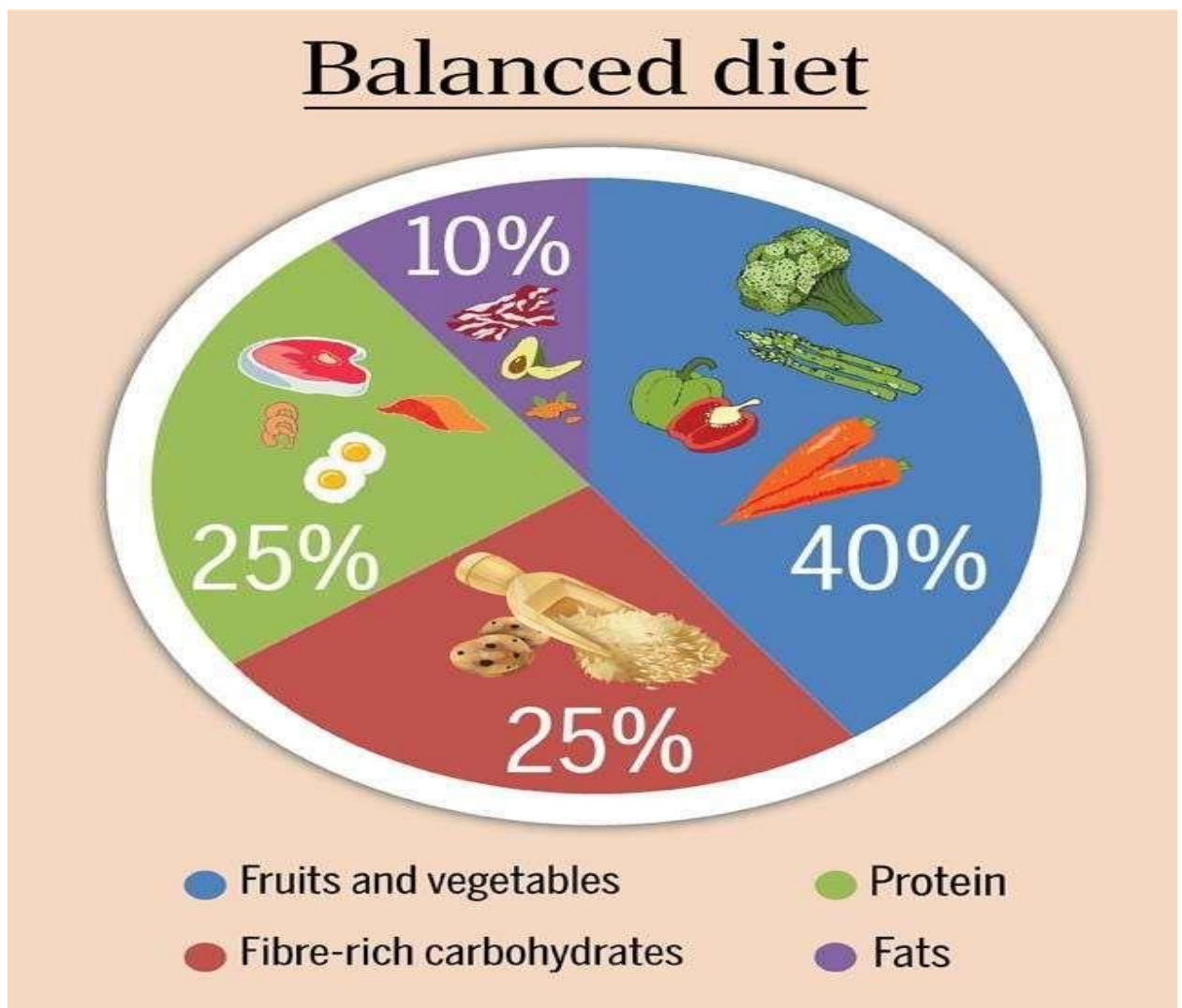
2.3 Family Involvement

Family involvement is a crucial component of managing Autism Spectrum Disorder (ASD). By actively engaging in their child's care and development, families can provide essential support and create a nurturing environment.

- Seek early intervention services
- Open and effective Communication
- Attend therapy session
- Establish and maintain routine
- Implement behavior plans
- Facilitate social interactions
- Use positive reinforcement
- Prioritize self-care
- Embrace acceptance

2.4 Appropriate diet chart

An appropriate diet chart is to be followed where a balanced diet plan shall be mentioned. A nutritious diet is really important for the growth and development of the kids with autism both physically and mentally. This becomes crucial when it comes to kids with autism as they have many digestive problems and other problems. So, understanding that, they need different nutrient requirements. An appropriate diet chart refers to a balanced and nutritious meal plan that is designed to meet an individual's dietary needs and support their overall health and well-being. For individuals with autism spectrum disorder (ASD), healthy diet can be especially important in managing symptoms and promoting optimal functioning. A well-balanced diet typically includes a variety of fruits, vegetables, whole grains, lean proteins, and healthy fats, while minimizing processed and sugary foods.



2.5 Safety measures

Following safety measures are ensured to assist child for autism management-

- **Stay in consistency:** Consistency means establishing a regular and structured routine in communication and therapy sessions with an individual who has ASD. Consistency is important because it can help reduce anxiety and confusion for the person with ASD and help them develop and improve their communication and social skills.
- **Maintaining Routine or schedule:** "Stick to a schedule" in ASD (autism spectrum disorder) treatment chart means following a predetermined routine of therapy sessions and communication activities that are designed to support the individual with ASD.
- **Encouragement/reward for good behavior:** Encouragement for good behavior in ASD (autism spectrum disorder) involves providing positive reinforcement for appropriate and desirable behaviors.
- **Building up autism friendly safety zone:** Autism friendly structure, safe and secure environment for individuals with ASD (autism spectrum disorder) will reduce the risk of injury or harm to a bigger extent.
- **Change of communication pattern:** Nonverbal ways of communication are to be more fruitful than verbal communication for that autistic child who may have difficulty with verbal communication or social interaction. Gestures, visual aids, body language, augmentative and alternative communication (AAC) devices are some nonverbal ways of communication that can be helpful for individuals with ASD.
- **Making enjoyment/Making time for fun:** Making enjoyment like fun is an important aspect of caring for individuals with ASD (autism spectrum disorder). Engaging in fun and enjoyable activities can help reduce stress, promote relaxation, and improve overall well-being.



Self-Check Sheet - 2: Assist Child for ASD Management

Questionnaire:

1. What Medical Management given in an ASD child?

Answer:

2. Write about education Individualized program for ASD?

Answer:

3. Name some Change of communication pattern?

Answer:

4. What is the Pay attention to sensory sensitivities?

Answer:

Answer Key - 2: Assist Child for ASD Management

1. What Medical Management given in an ASD child?

Answer: Medical management for child with autism spectrum disorder (ASD) involves the use of medications to treat some of the symptoms associated with the condition.

Mentionable that, there is no medicine or tools of medication that can cure the autism spectrum disorder (ASD). But a symptomatic treatment can be applied for this Neuro-Developmental disorder like ASD. Symptoms like convulsion, anxiety, hypersensitivity/hyperactivity, aggression can be managed by medication

2. Write about education Individualized program for ASD?

Answer: One of the best educational interventions for autism is the “Individualized Education Program (IEP)” as this education program is tailored to the individual student to provide the maximum benefit. Individual program is a program that is appropriate for one child with autism may not be appropriate for another. It is one to one education program which is very effective.

3. Name some Change of communication pattern?

Answer: Nonverbal ways of communication are to be more fruitful than verbal communication for that autistic child who may have difficulty with verbal communication or social interaction. Gestures, visual aids, body language, augmentative and alternative communication (AAC) devices are some nonverbal ways of communication that can be helpful for individuals with ASD.

4. What is the Pay attention to sensory sensitivities?

Answer: Individuals with ASD (autism spectrum disorder) may experience sensory sensitivities, which can impact their ability to function in daily life. Here are some tips for paying attention to sensory sensitivities in individuals with ASD.

Task Sheet-2.1 Manage ASD in a Child

Objectives: The task involves assessing and implementing effective management strategies for a child with autism spectrum disorder (ASD).

Working Procedure:

1. Conduct a thorough assessment of the child's communication, social interaction, and sensory sensitivities.
2. Observe and document any repetitive behaviors, fixations, or challenges in daily functioning.
3. Analyze assessment results to understand the child's strengths and areas requiring support
4. Implement ABA techniques to reinforce desired behaviors and reduce challenging ones.
5. Provide speech and language therapy to enhance communication skills.
6. Integrate sensory-based activities to address sensitivities and promote self-regulation.
7. Consistently apply strategies across various settings, including home, school, and therapy sessions.

Note: This task sheet outlines the steps involved in managing autism spectrum disorder (ASD) in a child. Through assessment, collaboration, tailored interventions, monitoring, family support, and celebrating progress, the objective is to provide comprehensive care that empowers the child and helps them reach their full potential.

Learning Outcome 3: Assist Child with Treatment of ASD

Assessment Criteria	1. Applied behavioral analysis (ABS) is performed. 2. Child is assisted with occupational therapy as prescribed. 3. Child is assisted with speech therapy as prescribed. 4. Child is assisted with physical therapy as prescribed. 5. Child is assisted with pharmacological therapy as prescribed. 6. Awareness of ASD is disseminated to family, friend and society.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	1. Applied behavioral analysis (ABS) 2. Occupational therapy 3. Speech therapy 4. Physical therapy 5. Pharmacological therapy 6. Awareness of ASD
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 3: Assist Child with Treatment of ASD

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about simulate cildren's awarness and creativity	1. Instructor will provide the learning materials of simulate cildren's awarness and creativity
2. Read the Information sheet/s	2. Information Sheet No:3 Simulate cildren's awarness and creativity
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Simulate cildren's awarness and creativity Answer key No. 3- Simulate cildren's awarness and creativity
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:3.1: Educational Intervention for the Child with Autism Spectrum Disorder

Information Sheet 3: Assist Child with Treatment of ASD

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Applied behavioral analysis (ABS)
- 3.2 Occupational therapy
- 3.3 Speech therapy
- 3.4 Physical therapy
- 3.5 Pharmacological therapy
- 3.6 Awareness of ASD

3.1 Applied behavioral analysis (ABA)

Applied behavioral analysis (ABA) is also called behavioral engineering. It is a psychological and therapeutic intervention that can help autistic children improve their social skills, self-care skills, communication skills, play skills and ability to manage their own behavior. It can also help to reduce behavior like inattention, aggression and screaming.

ABA therapy programs can help:

- Improve language and communication skills
- Increase attention, focus, social skills, memory, and academics
- Reduce the occurrence of behavioral problems

Applied Behavior Analysis (ABA) is a type of therapy based on the psychology of learning and behavioral traits. ABA therapy applies the understanding of how behavior works in real-life situations, to increase behaviors that are helpful and decrease behaviors that are harmful or affect learning. Applied Behavior Analysis involves several techniques for understanding and changing behavior. ABA is a form of flexible treatment that can be adapted to meet the needs of each unique person. It can also be provided in many different locations – at home, at school, and in the community.

A qualified behavioral psychologist designs and directly oversees the program. They customize the ABA program to the child's skills, needs, interests, preferences, and family circumstances. The ABA program is started with a detailed assessment of the child's existing skills and preferences in order to formulate specific treatment goals. Treatment goals are decided after taking into consideration the age and ability level of the child with autism.

Goals can include different skill areas, such as:

- Communication and language
- Social skills
- Self-care behaviors
- Play and leisure
- Motor skills
- Learning and academic skills

The instruction plan breaks down each of these skills into small, concrete steps. The therapist teaches each step one by one, from simple (e.g. imitating single sounds) to more complex (e.g. carrying on a conversation). Progress is measured by collecting data in each therapy session. Data helps to monitor the child's progress toward goals on an ongoing basis.

The therapist regularly meets with family members to review information about progress in order to plan ahead and adjust teaching plans and goals accordingly.

Example:

Meet Zahed, a friendly 5-year-old boy diagnosed with Autism Spectrum Disorder (ASD). Zahed's parents, Sarah and Mark, noticed that he was struggling with communication and having frequent meltdowns. They decided to seek help from a certified ABA therapist to address his behavioral challenges.

3.2 Occupational therapy

Occupational therapy: Occupational therapy is one kind of therapy that helps you live your best life at home, at work and everywhere else. It's about being able to do the things you want and have to do. That could mean helping you overcome challenges learning at school, going to work, playing sport or simply doing the dishes (Such as self-care skills, education, work, or social interaction)

An occupational therapist is a healthcare provider who helps you improve your ability to perform daily tasks. For example, getting dressed, playing a sport, cooking a meal etc.

Example:

Meet Sarah, a 7-year-old girl with Sensory Processing Disorder (SPD). Sarah's parents, Emily and David, noticed that she struggled with daily activities like dressing herself, focusing in school, and interacting with peers due to her sensory sensitivities. They decided to seek help from an occupational therapist to address these challenges.



Common interventions include:

- Helping children with disabilities to participate in school and social situations (independent mobility is often a central concern)
- Training in assistive device technology, meaningful and purposeful activities, and life skills.
- Physical injury rehabilitation
- Mental dysfunction rehabilitation
- Support of individuals across the age spectrum experiencing physical and cognitive changes
- Assessing ergonomics and assistive seating options to maximize independent function, while alleviating the risk of pressure injury
- Education in the disease and rehabilitation process
- Advocating for patient health

3.3 Speech therapy

Speech therapy: Speech therapy is also a therapy that helps in the assessment and treatment of communication problems and speech disorders. It can help children with autism improve their verbal, nonverbal, and social communication. The overall goal is to help the children communicate in more useful and functional ways. The person responsible in the speech intervention is called speech therapist.

Examples:

Meet Liam, a bright 4-year-old boy who has been experiencing difficulty with speech development. His parents, Sarah and Michael, noticed that he was struggling to pronounce certain sounds and express himself clearly. Concerned about his communication skills, they decided to seek help from a speech therapist.



3.4 Physical therapy

Physical therapy: Physical therapy is also called physiotherapy. It is a medical treatment part or the part of multidisciplinary team which is used to restore functional movements, such as standing, walking, and moving of different body parts.

Examples:

Meet Emily, a 12-year-old girl who recently had surgery to correct a congenital hip condition. Following the surgery, Emily experienced limited mobility and muscle weakness in her affected leg. Her parents, Lisa and David, decided to seek help from a physical therapist to aid in her recovery and rehabilitation.



Physical Therapy Can-

Provide skilled intervention in the case of muscle weakness, Muscle spasm, Joint stiffness, Maintaining range of motion of joints (ROM)

Provide good treatment programs to gain muscle tone of a child has hypotonicity of muscles, Help in motor co-ordination.

3.5 Pharmacological therapy

Pharmacological therapy: Pharmacotherapy means the treatment for treating disease, illness or disease complications with medication. There are no medications that treat the core symptoms of ASD. But it helps in symptomatic treatment, that means if any symptoms found in the child with autism spectrum disorder (ASD) like convulsion, spasaticity, anxiety, sleeplessness, gastrointestinal problems (vomiting, loose motion etc.) and others, pharmacological therapy can there be applied.

Besides, Medication can increase energy level and reduce general weakness of child's body.

Examples:

Meet Sarah, a 38-year-old woman who has been experiencing symptoms of depression for several months. Her symptoms include persistent sadness, low energy, and a loss of interest in activities she used to enjoy. Sarah's daily life has been significantly affected, and she's finding it challenging to cope with her emotions.

3.6 Awareness of ASD

Autism awareness: The awareness distributed among family, society and throughout the country about autism is called autism awareness, so that no one humiliates a child with autism and accept him or her and give him/her all rights that a common people usually gets.

Example of promoting awareness of Autism Spectrum Disorder (ASD):

Imagine a community coming together for an "Autism Awareness Day" event at a local park. Colorful banners, puzzle-piece decorations, and friendly volunteers greet visitors as they arrive. Families, friends, and neighbors gather, eager to learn and show support.

Throughout the day, there are interactive booths that allow attendees to experience a taste of what it's like to navigate the world with ASD. At one booth, participants wear headphones to simulate sensory overload while trying to complete a simple task. At another, they learn about communication challenges by engaging in a game of charades with limited gestures.

Parents of children with ASD share their stories, offering insights into the daily triumphs and challenges they face. These heartfelt testimonials help attendees understand the importance of empathy, acceptance, and inclusion.

Local professionals and therapists provide information about early intervention programs and available resources for individuals with ASD and their families. Attendees leave the event not only with a deeper understanding of ASD but also with a commitment to creating a more inclusive and supportive community for everyone, regardless of their abilities.

Objective of autism awareness program:

- Improved inclusion for people with autism.
- Decreased bullying and exclusion.
- Greater support in schools, at home, etc.
- A better understanding of ASD in communities.
- Better integration of people with ASD into communities, jobs, etc.

2nd April is Autism Awareness Day. So, April is Autism Awareness Month and a busy time when organizations and individuals are raising funds, increasing understanding, and breaking down stigmas regarding autism. It is a wonderful time to reflect on your own awareness and behaviors and that of your family. But autism awareness shouldn't be limited to just one month of the year. It is something that should be happening every single day.

Here are five ways that you can be proactive throughout the year:

Educate Yourself: Awareness starts with each person taking responsibility for themselves. Do your part to understand more about what autism is (and isn't) and how you can interact more effectively with individuals with autism. Keep an open mind and focus on everything these individuals can do, rather than what they may struggle with. Once you have a better understanding of autism, you can help others to do the same.

Attend Local Events: Get actively involved in supporting autism awareness and activities in your area. Many groups have local chapters and hold events throughout the year. Take your family or friends and show your support while learning more about their efforts and showing you care. Even better – become a volunteer with these organizations and events.

Be an Advocate: Stand up for children and adults with autism. Don't let others put them down or talk negatively. Share your story. Ensure that individuals with special needs feel welcomed and valued where you work and are treated with respect just like everyone else. Individuals with autism can be as successful as anyone else with the right support.

Speak Up: Write or call your state representatives, local legislators, or other leaders regarding proposed legislation that affects those with autism. Be aware of how these policies will impact access to services, insurance, research, and other issues. Encourage others to do the same. Every voice counts.

Be a Positive Role Model: Pay attention to your own actions and words when it comes to autism. Set a good example for your children (and community) when interacting with others and helping those with autism to thrive. Make sure they feel accepted and included in your life.

Other effective ways to build up awareness among family, friends and society:

Embracing, respecting and supporting children with ASD: Embracing, respecting and supporting children with autism spectrum disorder (ASD) means recognizing their unique strengths and challenges, and creating a safe and supportive environment for them to thrive.

Observation of ASD Day and Month: ASD Day and Month are dedicated to raising awareness of Autism Spectrum Disorder (ASD) and promoting understanding and acceptance of individuals with ASD.

Distribution of awareness among all: Building awareness of Autism Spectrum Disorder (ASD) among all individuals is crucial to promote understanding, acceptance, and inclusion of individuals with ASD. Here are some ways to build awareness of ASD among all that we can implement-

- Education and Training.
- Public Awareness Campaign
- Community involvement in this campaign
- Publication through Print media, electronic Media and Social Media.

Building awareness of ASD among all individuals can help reduce stigma and discrimination, and promote a more inclusive and supportive society for individuals with ASD and their families.

Self-Check Sheet - 3: Assist Child with Treatment of ASD

Questionnaire:

1. What is safety measure?

Answer:

2. What is special need?

Answer:

3. What is SLT?

Answer:

4. Why is disabled child called a child with special needs?

Answer:

5. What kind of treatment is essential for autism spectrum disorder (ASD)?

Answer:

6. What is applied behavior analysis?

Answer:

Answer Key - 3: Assist Child with Treatment of ASD

1. What is safety measure?

Answer: An action, procedure or contrivance designed to stop or decrease the occurrence of accident or risk of injury, loss and danger to persons, property or the environment is called safety measures.

2. What is special need?

Answer: Any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional, extra or specialized services or accommodations (such as in education or recreation) students with special needs.

3. What is SLT?

Answer: Full meaning of SLT is Speech and Language Therapy. The children or persons who have speech problem and can't speak properly or at all, SLT are provided to them, so that they can overcome the speech difficulties

4. Why is disabled child called a child with special needs?

Answer: A disabled child has a different life style, different ways of communication, different interaction, different food habit and behavioral variation. As a result, a disabled child requires special care and special attention. So, he or she is called a child with special needs as his or her needs are different and special from others

5. What kind of treatment is essential for autism spectrum disorder (ASD)?

Answer: Treatment applied for the child with autism is not satisfactory, especially medical treatment. There is no medication for this to cure or reduce the symptoms of autism. Some treatments are performed according to the symptoms developed like spasticity, gastrointestinal problems, anxiety, depression, muscle spasm, insomnia etc.

6. What is applied behavior analysis?

Answer: Applied Behavior Analysis (ABA) is an approach to understanding and changing behavior. It's not a specific therapy itself, but a range of different strategies and techniques that can be used to help autistic people learn new skills and behavior.

Task Sheet-3.1 Educational Intervention for the Child with Autism Spectrum Disorder

Scenarios: A child with ASD, who is 12 years old. How you will educate him/her in a proper way.

Tools required: No specific tools are required but some equipment for extra-curricular activities shall be needed to educate the child with autism such as audio-visual sets, color book, color pen or pencil, drawing book, white board, projector screen, blocks etc.

Working Procedures:

Very easy, sophisticated and strategic ways should be chosen to educate a child with autism spectrum disorder (ASD) which may be as follows-

1. Build up friendly relationship: Creation of a friendly relationship with the child concerned will allow me to educate him/her. Autistic child does not allow any stranger person to be in an attachment.
2. Changing home environments: According to the choice of the child home exteriors should be arranged that will be helpful to educate him/her. What interior environment is appropriate for a sound child is not appropriate for special child.
3. Joyful arrangement of education: There should be such an arrangement for education which will provide learning along with enjoyments. Such as- drawing practice, coloring practice, making tower of blocks, bridge making, copy circle, triangle, cross etc. use of musical instruments, use of audio-visual instruments, dance practice etc.
4. No frequent change of learning routine: Child with autism cannot cope with frequent change of anything. Any change in daily routine strikes him/her brain.
5. Send or take him/her to special school: The child concerned shall be taken on a regular basis to a special school where there are special and autism friendly education techniques are available. In addition to it, behavioral therapy, speech and language therapy, physical therapy, occupational therapy are provided there.
6. Creation of peer group: He/she should be helped to create a peer group. This group shall be consisted of such persons whom he/she likes most.

Review of Competency

Below is yourself assessment rating for module **Manage Children with Special Needs**

Assessment of performance criteria	Yes	No
Autism spectrum disorder and its types are defined		
Sign and symptom of autism spectrum disorder are recognized		
Causes of autism spectrum disorder are explained		
Risk Factors of autism spectrum disorder are interpreted		
Symptoms of ASD in child are identified		
Educational intervention is applied.		
Medical management is provided.		
Family is involved in support to children.		
Appropriate diet chart is followed.		
Safety measures are ensured.		
Applied behavioral analysis (ABS) is performed.		
Child is assisted with occupational therapy as prescribed.		
Child is assisted with speech therapy as prescribed.		
Child is assisted with physical therapy as prescribed.		
Child is assisted with pharmacological therapy as prescribed.		
Awareness of ASD is disseminated to family, friend and society.		

I now feel ready to undertake my formal competency assessment

Signed by

Date.....

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Manage Children with Special Needs**’ (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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